

**Simon Fraser University
Memorandum**

TO: Senate

FROM: Alison Watt, Director, Secretariat Services

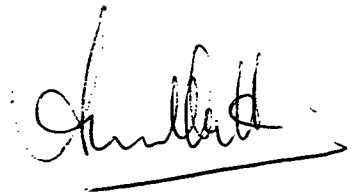
DATE: November 13, 1996

SUBJECT: External Review - School of Criminology

FOR INFORMATION

Attached is an Executive Summary of the report of the School of Criminology External Review Committee, and the responses prepared by the School commenting on the External Review Report.

Any Senator wishing to consult the full report of the External Review committee should contact Bobbie Grant, Senate Assistant at 291-3168 or e-mail bgrant@sfu.ca.

A handwritten signature in dark ink, appearing to read 'Alison Watt', is written over a horizontal line.

External Review - School of Criminology

Executive Summary

Site visit:	May 1995
Report submitted:	July, 1995
School's response:	September, 1996

The members of the External Review Committee were:

Professor Tony Doob	Chair
Centre of Criminology, University of Toronto	

Professor Constance Backhouse	Member
Faculty of Law, University of Western Ontario	

Professor John McLaren	Member
Faculty of Law, University of Victoria	

Dr. Noel Dyck	Internal Member
Department of Sociology and Anthropology, Simon Fraser University	

Comments and Recommendations:

1. The School of Criminology is widely recognized for its excellent faculty who span a very broad range of allied disciplines. The faculty contribute extensively to knowledge and appear to seek out challenges in their teaching and research programs. The faculty, on the whole, are very productive and in some cases the level of productivity is extraordinary.
2. The variation in backgrounds, approach to the fields and the focus of their scholarly work contributes to a certain amount of tension about the vision of the School and the distribution of resources to its various areas.

The External Review Committee suggested that:

- The School does not appear to have a vision of itself for the future. It needs a broadly based vision so that a standard exists against which to evaluate decisions.
- The School's vision should include a clear plan for its role at Harbour Centre.
- The faculty in the School might be spreading itself too thinly; Harbour Centre and Kamloops offerings take faculty away from the School and its activities.
- The School might have an unusually large number of specialized research institutes, which while serving the special interests of some, might not serve the best interests of the School as a whole.
- Funding from SSHRC does not appear to be a major source of funding for faculty, and graduate students, particularly doctoral students, may be missing out on support opportunities from SSHRC. In the committee's view, much work is apparently carried out independent of the university, some of which might be more appropriately channelled through the University.

- Senior undergraduate students are experiencing difficulty in getting upper division courses; some undergraduates who intend to major in Criminology are unable to do so because of enrollment limitations.
- Plans in development for the Legal Studies program show a lack of evidence of careful consideration of priorities and resource implications.
- Students in graduate programs appear to be taking too long to complete their programs, and the withdrawal rate is high. The course requirements for both graduate degrees should be reviewed and tailored to the particular degree.
- The issue of teaching credit for graduate student supervision should be revisited.
- The School should consider instituting a graduate student/faculty seminar series to assist the development of informal discussion and interaction which appears to be lacking at the present time.
- The School will have hiring challenges in the future which could be exacerbated by differing priorities. The Committee recommended against naming of specific areas which might reduce the likelihood of finding an excellent candidate.
- On the issue of resources, the committee noted that in every institution resources were scarce, but encouraged the administration to develop plans to reallocation resources in support of the total academic enterprise.

The School of Criminology: Response to the External Review

The external review committee (Professor Tony Doob, Centre of Criminology, University of Toronto, Professor John McLaren, Faculty of Law, University of Victoria and Professor Constance Backhouse, Faculty of Law, University of Western Ontario) visited the School of Criminology in the spring of 1995; they issued their 27 page report in July of that year.

In general and specific terms, the School of Criminology was lauded by the review committee for its accomplishments during its 20 years of operation. At pages one and two of the report the committee made the following comments:

The members of the academic staff contribute to knowledge within their own definition of the field. There is no question that they are doing this. We are not the only ones to recognize the excellence of the members of the staff of the School of Criminology; those outside of the School whom we met also shared this view.

The academic staff are, almost without exception, enthusiastic about their work. They not only accept -- but appear to seek out -- challenges in their teaching the research programs.

The research being done at the School of Criminology is getting published or otherwise made available to those most interested in it. Much of it is published by excellent publishers or journals. The staff -- academic and non-academic -- see it as a good place to work. Generally speaking -- with a few notable exceptions -- people get along with one another and they see the School of Criminology as a good place to do research.

Similarly, the review committee concludes its commentary with the following paragraph:

The School of Criminology is strong. The School and the University can be proud of its accomplishments. We are confident that the School will meet the challenges that it faces with enthusiasm.

What emerges from the report of the review committee is, then, a clear conviction that the School of Criminology is a very productive academic unit which has established a strong national and international reputation for excellence in research and teaching. The challenges that we face will, accordingly, form the focus of the School's response to the review.

In addition to responding to concerns raised about the operation of the graduate and undergraduate programs, we want to provide some feedback with respect to the issues of "staffing", "the intellectual atmosphere of the School", "a special matter of concern" and "resources".

Staffing

First, with respect to "staffing", we are pleased to note the committee's finding that the School welcomes diversity amongst staff in relation to race, disability, gender, and sexual orientation. We are also pleased that the committee noted the unusual rank/age distribution within the School of Criminology. As they point out, almost every faculty member within the School falls between the ages of 40 and 60; within one eight year period 16 of the 22 faculty employed will retire. At the present time the School of Criminology has only one assistant professor (a joint appointment with the Department of Sociology); this profile of rank is in marked contrast to other departments within the Faculty of Arts. Most other departments of a comparable size have four or five assistant professors; we have one half-time assistant professor.

It will not be surprising, then, to hear that the School of Criminology has been trying for some years to secure authorization for tenure-track assistant professor positions. We strongly and unanimously agree with the committee's commendation that there must be faculty renewal within the School of Criminology. We cannot emphasize enough our conviction that we must continue to retain and build upon our current faculty complement, even in these difficult times of budget cutbacks.

Intellectual Atmosphere of the School

The review committee highlighted "the impression that there is very little opportunity for informal interaction among the members of the academic community in the School". The committee noted the observation of some students that the School is a collection of individual faculty who may collaborate from time to time, but do not represent a "community, having common interests".

The committee recommended an informal seminar series -- a greater sharing of current research and research interests. We note, in response to this suggestion, that this kind of series has been attempted by various directors and associate directors during the past 15 years, with varying degrees of success. Our feeling is that the committee is quite right to note that there could be more sharing of research and research interests among faculty and graduate students, but, at the same time, we cannot compel faculty interest in and attendance at such events.

A Special Matter of Concern

The review committee noted the existence of "a dispute that began early in 1994", involving "some members of the School of Criminology and at least one non-faculty person who was apparently then employed at the University". The committee urged the administration of the University "to search for a mechanism to resolve this problem".

Since the release of the review committee report in July of 1995 the University administration, including the administration of the School of Criminology, has made several efforts to find solutions to these conflicts, efforts which we hope will have the effect of reducing tensions within the School of Criminology, particularly among the individual faculty members in question.

We believe that this dispute is now at an end, although some faculty continue to look at possible changes to University policy which may alleviate such difficulties in future.

Resources

The review committee clearly wrestled with the problem of the School of Criminology's interests in the development of new programs in new locations. Specifically, the committee addressed the problem of mounting new programs and courses at the Harbour Centre campus, the problem of integrating the Honours undergraduate program with our other offerings and the issue of developing a legal studies program.

With respect to all of these issues, the committee sounded a note of concern about the faculty spreading itself too thinly across a myriad of course offerings and locations; they questioned the extent to which, with our existing resources, we could meet these new challenges.

First, we believe that the Honours undergraduate program has been an unqualified success, sparking strong interest among our very best baccalaureate students and acquainting them with the task of thesis preparation and defence. In our most recent semester, spring 1996, we had a record number of thesis defences and all faculty involved have voiced strong support for the continuation of this program. We do not believe that this offering detracts from our other course offerings at the graduate and undergraduate levels; rather this program complements the existing teaching regimen.

Second, we acknowledge that the Harbour Centre campus presents us with a number of difficult challenges. First, we cannot mount large undergraduate classes at this site, without a considerable drop in enrollments. A close look at the demographics of our undergraduate student body indicates that more than 75 per cent of our undergraduates live in Burnaby or further east; they have shown during the past decade that they are not willing to take their first and second year classes at the Harbour Centre campus.

Accordingly, we believe that at this time teaching at the Harbour Centre campus must be restricted to third and fourth year seminar courses specifically designed for the community that would use the Harbour Centre location.

Finally, we note the committee's comments in relation to the legal studies program -- specifically, its concerns that resources do not currently exist to permit the development of this pedagogy. Further, the committee noted, quite fairly, that there is not a clear vision yet of the specific form that a legal studies program might take. We do not want to close the door on this option, nor on its potential to be offered from the Harbour Centre campus, but we agree that we will not be able to move forward effectively until we can secure additional resources, in both the realms of teaching and support staff. We note, in this context, however, the comments of the review committee, "There may be a tradeoff between retrenching and focusing on core activities on the one hand and creative expansion on the others. Creative entrepreneurial activities add a level of excitement to the School". It may be, then, that the development of a legal studies program -- or other innovative pedagogies -- will permit the School of Criminology to continue to build upon the tradition of excellence that we have collectively constructed.

**SCHOOL OF CRIMINOLOGY
UNDERGRADUATE CURRICULUM COMMITTEE
RESPONSE TO THE REPORT OF THE REVIEW COMMITTEE**

January 31, 1996

1.0: Introduction

The Report of the Review Committee of the Simon Fraser University School of Criminology has been examined by the Director of Undergraduate Programmes and by members of the Undergraduate Curriculum Committee. The Report has been read in conjunction with the report of the internal review of the School's undergraduate programmes that preceded the visit by the external reviewers, and the draft report of the President's Committee on University Planning entitled "The Undergraduate Program at Simon Fraser University".

2.0: Response

The following comments are limited to the portions of the Report dealing with undergraduate matters.

- 2.1: The Committee is heartened by the support expressed by the external reviewers for the School's undergraduate programmes, and thanks the reviewers for their time, effort, and praise.

The Report will be helpful in making the kinds of programme changes already identified by faculty in the internal review report as important and desirable. It is noted that in many instances the external reviewers endorsed the recommendations of the internal report.

- 2.2: The Committee is concerned that many of the initiatives mentioned in the internal review report and especially in the draft three year plan for revising undergraduate programmes appear to have been overlooked, despite their importance as ways of addressing the problem of balancing supply and demand in a fiscally difficult period while simultaneously moving forward with the kinds of initiatives recommended in the President's Committee report.

The draft three year plan, for example, sets out various ways in which curriculum revisions will occur to eliminate overlaps, increase course offerings in key areas, and improve the quality of teaching, without requiring further resources. These did not appear to have been considered by the reviewers who, additionally, did not appear to be familiar with the report of the President's Committee.

- 2.3: The reviewers' comments with respect to the various programme development initiatives currently being proposed or implemented reflected a conservative attitude towards undergraduate programming. This was disappointing especially since the reviewers did not appear to understand many of the initiatives, or comprehend how they fitted with the President's Committee recommendations and with larger University wide programming.

One example is the School's involvement with native education initiatives in Kamloops. It is evident from the comments of the reviewers that they did not understand how this involvement was funded or staffed but they still criticized the initiative as something that detracted from "core programming".

A second example is the commentary about the honours programme. Questions are raised about introducing such a programme when resources are stretched even though the development of initiatives such as the honours programme that will prepare students for graduate studies in their chosen field is strongly recommended by the President's Committee.

A third example is the commentary about the proposed legal studies programme, an initiative that has been approved in principle by the Faculty of Arts Curriculum Committee and the Senate and that is in an advanced planning stage. This initiative is consistent with the recommendations set out in the President's Committee Report (especially section 5 - diversifying the programme base) and the Director of Undergraduate Programmes is co-chair of the Legal Studies Programme Development Committee, a campus wide committee struck by the Dean of Arts. Although the Director met with the reviewers they did not raise questions about the legal studies programme did not meet with the Development Committee, and did not contact the Director when their report was being compiled, for further information.

- 2.4: The reviewers' message is overwhelmingly conservative: develop a "vision" (even though they state, somewhat curiously, that the vision does not have to be stable once it is established!); concentrate on "core programming"; and relax, there will be students aplenty.

While this is encouraging, it is inconsistent with the recommendations in the President's Committee report. The latter speaks to the inevitability of change, growing challenges in tough fiscal times, the need for programming initiatives and diversification, and the importance of continued excellence in teaching but with limited resources. The report of the President's Committee underscores the importance of expanding the programme base to meet the demands of additional students and labour market demands. It is not a conservative message.

3.0: Conclusion

The results of the School's internal review and the recommendations of the President's Committee on University Planning are generally consistent and reflect support for progressive developments that will meet the changing fiscal, social and political circumstances of British Columbia.

While the external review report was generally supportive of the School's undergraduate programmes many of the critical comments did not appear to have been built upon a full understanding of the way in which programme developments fit with the recommendations of the President's Committee.

The Undergraduate Curriculum Committee will continue to implement the draft three year plan for undergraduate programme revision to the extent that it is consistent with the report of the President's Committee, while noting the concerns expressed by the external reviewers with respect to resource limitations.

SCHOOL OF CRIMINOLOGY

GRADUATE PROGRAMMES COMMITTEE RESPONSE TO THE REPORT OF THE REVIEW COMMITTEE

November 7, 1995

Here are some comments from the Graduate Programmes Committee on the External Review's comments on the Graduate Programmes.

1. Overall, the review of the graduate programmes was positive.
2. There was some general agreement that we are already doing a number of things suggested by the External Reviewers. Perhaps we did not communicate this information to the reviewers, or perhaps some students and faculty think the procedures are still inadequate.
 - move comprehensives more toward doctoral thesis preparation
 - periodic reports by students on their progress (we do this 2 X a year)
 - use course work to contribute to thesis
 - credits to faculty for courses on demand
3. We need a Faculty Representative on the Library Committee.
4. Overall, we are satisfied with the course requirements. However, we discussed possible changes to the M.A. and Ph.D. programmes to deal with time to completion.
5. The M.A. Programme. It might be useful to announce thesis defence dates the day the students enter the programme. That is, all M.A. defences in a given cohort will take place in week X of month Y, Z semesters after the students enter the programme. This would put the onus on the student and the supervisor to ensure that students engage in a project they can defend within the specified time. The Honours programme is run on this model, and it is found at other universities.
6. The M.A. Programme. We also discussed the no-thesis option, however, there was less enthusiasm for this option.
7. The M.A. Programme. Supervisors, together with students, should discuss deadlines for thesis proposals and the completion of research and individual chapters. A written plan (in the nature of a "contract" might be useful).

8. The M.A. Programme. We asked the graduate students to consider whether they would like to abandon the assignment of initial advisors and perhaps replace it with "peer advisors". If we retain the assignment of initial advisors, we thought the role should be clarified to faculty and perhaps relabelled to reflect that this initial contact is not necessarily the thesis supervisor.
9. The Ph.D. Programme. Perhaps we need to add presumptive guidelines for turn around time on drafts of theses. We presently have presumptive guidelines for comprehensives: "Normally no longer than a month should pass between the completion of a comprehensive exam and a decision being relayed by the Examining Committee to the student and the Director of the Graduate Programmes."
10. The Ph.D. Programme. Given that comprehensives duplicate required courses and that many are beginning to look like directed readings courses we might want to rethink what we are trying to accomplish by comprehensives. Getting rid of comps might reduce the demand on faculty.
11. Both Programmes. We need a forum in which faculty and students can discuss their mutual interests. This would allow for faculty and students to meet and discuss mutual interests. Adding the occasional external speaker would broaden the seminar series as suggested in the External Review document. A post-seminar social might provide added benefits. We would need a physical site for these activities.
- 11a One of the suggestions in the review was that we use the proseminar for such a forum. We could open up the seminar for faculty to visit/listen to and maybe end up with coffee/milk, cookies for an hour social after.
12. Both Programmes. Faculty need to be more proactive in finding research money that could be used to fund graduate student research. Both faculty and students would benefit from these joint efforts.
13. We are not following our earlier "frequent flyer" plan for granting teaching credits for thesis supervision, apparently because of lack of adequate resources.
14. The Report notes that the number of graduate students is increasing. This is not the case. However, a growing proportion are Ph.D.'s which means we have them for more student-years, and we have more work.
15. We discussed the fact that graduate supervision needs to be more equally distributed, but we did not have any concrete proposal for how to do this.

SIMON FRASER UNIVERSITY
Office of the Registrar
MEMORANDUM

To: SCAP
From: Alison Watt, Director, Secretariat Services
Subject: External Review - School of Criminology
Date: 31 October, 1996

Attached is the Report of the External Review Committee of the School of Criminology and the School's response dated September 11, 1996.

The External Review Committee site visit was scheduled in May, 1995 and the report was received in July, 1995. The members of the committee were:

Professor Tony Doob Centre of Criminology University of Toronto	Chair
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Professor Constance Backhouse Faculty of Law University of Western Ontario	Member
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Professor John McLaren Faculty of Law University of Victoria	Member
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Dr. Noel Dyck Department of Sociology and Anthropology Simon Fraser University	Internal Member
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Professor Neil Boyd, former Director of the School will attend the SCAP meeting (in the absence of Professor Margaret Jackson) and will be accompanied by Professor Joan Brockman, Director of Graduate Programs and Dr. Rob Gordon, Director of Undergraduate Programs.

Enclosures: 2



**Report of the Review Committee
of the
Simon Fraser University
School of Criminology
July 1995**

**Constance Backhouse
Faculty of Law
University of Western Ontario**

**Anthony N. Doob
Centre of Criminology
University of Toronto**

**Noel Dyck
Department of Sociology and Anthropology
Simon Fraser University**

**John McLaren
Faculty of Law
University of Victoria**

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Introduction

The external review of the Simon Fraser University School of Criminology in the spring of 1995 was, apparently, the first comprehensive review that has taken place in the history of the School. In preparing for the review, it was clear that the School as a whole spent an enormous amount of time reviewing its own programs and activities. It was obvious to us that particular people -- those with administrative responsibilities -- had been very active in collecting information for the review and in preparing materials for us. In addition, the university administrators whom we met provided us with all of the information that we needed and were extremely helpful to us.

The four of us -- three from outside of Simon Fraser University, and one from within the University but from another department -- were received cordially into the department. Our questions were answered directly and completely. In fact, almost every meeting we had with members of the School -- students, faculty, support staff, administrators -- could have gone on much longer than the time that was allotted.

Reviewing a university department is a task that is different from assessing the quality of the work being done by the individual members of that department. However, we were obviously given, as part of our materials, the *curriculum vitae* of the various academic staff. It is clear that the academic staff of the School are, on the whole, very productive. In some cases, the level of productivity is extraordinary. Taken as a whole, the staff are involved in a wide range of different kinds of scholarly activity. The focus of this work, its goals, and its intended audiences vary from person to person, or, within people, from accomplishment to accomplishment. What is important, however, is that these very productive scholars appeared to be contributing to criminology in a variety of different ways. Criminology is a broad field. The focus of enquiry, methods, and goals of research are not universally agreed upon. This diversity of approach is represented within the School of Criminology. The members of the academic staff contribute to knowledge within their own definition of the field. There is no question that they are doing this. We are not the only ones to recognize the excellence of the members of the staff of the School of Criminology: those outside of the School whom we met also shared this view.

The academic staff are, almost without exception, enthusiastic about their work. They not only accept -- but appear to seek out -- challenges in their teaching and research programs. It appeared that when opportunities would arise to embark on new activities, they would respond to these challenges. As we have already pointed out, they come to criminology from a wide range of different perspectives and disciplines and thus are able to provide their students with a wide range of different, and to some extent competing, perspectives. Given the variation in backgrounds, approach to the field, and the focus of their scholarly work, it is inevitable that there exists a certain amount of tension about the manner in which different people contribute to their discipline.

Nevertheless, what is, in the long run, more important is that the academic staff have been successful at what they are doing. They continue to attract research funds from a range of different sources. Some of these research funds are not administered by the University. The attracting and use of funds outside of the university setting is an issue that is not unique to the School of Criminology or to Simon Fraser University. It is, and should be, a source of concern within the School. The research being done at the School of Criminology is getting published or otherwise made available to those most interested in it. Much of it is published by excellent publishers or journals. The staff -- academic and non-academic -- see it as a good place to work. Generally speaking -- with a few notable exceptions -- people get along with one another and they see the School of Criminology as a good place to do research.

We spoke to the four current members of the academic staff of the School¹ who have served as directors of the School. And, as one might expect, a number of those we spoke to made reference to the current and previous directors and the way in which the School has changed over the years. The School began under the directorship of Ezzat Fattah. He was responsible for creating a strong academic criminology unit that fulfilled an important research and teaching mandate. He also had the responsibility for helping to get criminology, as a field of enquiry, accepted within a university where all other departments were not necessarily accepting of the view that there should be an independent criminology department. Now, in 1995, he can look back proudly at the School he created.

The other directors currently at the School -- Simon Verdun-Jones, Margaret Jackson, and Neil Boyd -- all have contributed to the current excellence of the school in different ways. They clearly have been different kinds of leaders and have contributed to the strength and reputation of the School in different ways. Along with Ezzat Fattah, they have maintained the respect of their colleagues and those outside of the School.

The undergraduate and graduate programs are well regarded and appear to attract good, and varied, students. In fact, as will be discussed later in this report, their success has been such that they have had serious difficulties in accommodating students.

The past and the future

The original mission of the School, as expressed in its 1975 statement of goals, included the focus on producing "action oriented graduates" dedicated to "producing change" in the criminal justice system and in society more generally. Many of the

1. The *School of Criminology* is now part of the Faculty of Arts. It started its life as the *Department of Criminology* in the Faculty of Interdisciplinary Studies. For ease of presentation we will always refer to it by its current name.

current staff were hired during the time when this orientation was probably more accepted as *the* appropriate orientation for the School. The focus on "reform" and "policy" is not universally held by all staff now. Criminology has changed; the School has changed; and the nature of the faculty in criminology has also changed. Such change is inevitable and healthy. It should also be recognized that the criminology that is "current" is likely to continue to change in the years to come. Thus those who, at present, may feel that "their" view is "the" appropriate view, may find, within a relatively small number of years, that their approach is seen by younger faculty as old fashioned and inappropriate. The challenge is not to find a way to "freeze" the changes that are taking place. The challenge is to adapt to the reality of change and to accept the diversity that this creates as being a healthy development for the School.

The changes which have occurred over the years in the type of person being hired at the School of Criminology have certainly created some tensions. We heard the current academic staff described by some as falling into two groups. How those two groups were described, however, varied somewhat from person to person. Almost everyone, however, described the academic staff on a single dimension such as the following:

- academic vs. applied
- theoretical vs. others
- left vs. others/right
- feminist vs. others.

In addition, staff were described in terms of where they tended to publish their work. Some were seen as focusing on, or valuing "traditional" scholarship (refereed journals, books or chapters in books published by academic or commercial publishers, but having an "academic" target readership). Others were seen as publishing more policy oriented papers and reports, government reports, policy papers.

However, when one looks carefully at the *curriculum vitae* of the various staff, it is clear that a good many of them are not easily classified on the end of any one of these dimensions. What is clear, however, is that the staff is varied. Furthermore, it appears that the "splits" or "allegiances" that do exist do not invariably hold from one issue to another. In some cases, this committee was surprised by the views expressed by some who might have been expected to have sided with others on traditionally contentious issues (e.g., hiring decisions). As a committee, we found these labels to be unhelpful at best, and divisive at worst. It appeared that the relatively unstable groupings ("me and a few others" versus "everyone else") is not productive and, equally importantly, is not even descriptive.

The first twenty years of the School are likely to be different from the next ten or fifteen years. The growth in the School occurred largely in the first ten years. The development and consolidation of the staff occurred during the next ten years or so. It was not clear to the committee what the next ten years in the School's life will look like. More importantly, we do not believe that the School has addressed itself to the question of what it wants to look like ten years from now. If we were to identify our

most important concern about the School, then, it would be that the School as an institution, and, to a very large extent those within it, do not appear to have a "vision" of what the school should look like in the future. The individual members of the staff individually respond enthusiastically to challenges and opportunities, but as an institution, there appears to be less of an overall direction than might be desirable.

To some extent, change and development in an academic institution occurs naturally at times when growth is taking place. At the School of Criminology, many of the staff have spent all or close to all of their academic careers at Simon Fraser. The faces at the School are not likely to change much in the next few years, although a few new faces may be added. Criminology at Simon Fraser will inevitably change as new people are hired. Those presently at the School are likely to find, therefore, that their view of criminology is not necessarily being reproduced in the hiring process.

It is important, therefore, that the school should actively begin a process of developing clearer goals for itself for the next decade. This should be done with a clear understanding of the reality that its vision must be created without having to depend on large infusions of resources. Furthermore, it is important this process of developing a vision for the future be carried out slowly and reflectively. It should not be allowed to turn into an exercise where people -- or groups of people -- are vying with one another for support to create demanding and unconnected new programs or ideas. It is not something that needs to be accomplished immediately or within a specific time period. Nor of course does this "vision" have to be stable once it is established. Institutions evolve, and their visions of what they are also evolve. It is important that a broadly based vision should exist so that a standard exists against which to evaluate decisions and initiatives.

Structure of the School of Criminology

The School has large undergraduate and graduate programs. Indeed, enrollment is at or above capacity in both sets of programs. The undergraduate program is, however, more complex than most programs at most universities. On the surface, the program looks quite ordinary. They have a standard looking 120 semester hours undergraduate degree. In addition, they have a small, but probably growing, 132 semester hours honours program. But in addition to normal classroom teaching at the Burnaby Mountain campus, they teach a few courses -- as part of a faculty member's normal teaching load -- at the Harbour Centre campus. In addition, faculty have been involved in teaching (to largely First Nations students) at Kamloops. These activities obviously take faculty away from the Burnaby Mountain campus. Hence faculty involved in teaching elsewhere are not available on the Burnaby Mountain campus for the wide range of activities expected of academics when they are not in class. As we mention later in this report, these activities, occurring away from the Burnaby campus -- though sensible and important in the abstract -- *may* be having the effect of spreading scarce resources thinner than is sensible.

The School of Criminology has within it what appears to us to be an unusually large number of specialized research centres. Some of these Centres are apparently very active and reflect obvious interests that are represented in the School. We found the existence of the large numbers of these centres to be curious and possibly symptomatic of a more fundamental problem in the School. With the exception of the Criminology Research Centre which was apparently funded in the past largely by the contribution made by the Solicitor General, Canada, these centres appear to have been created as a result of the interest of a varying number of faculty who have a special interest. Nobody we spoke to identified any obvious harm in having these institutes within the School.

This committee, however, recommends that the School of Criminology should examine these institutes with the view of identifying what special functions they are serving above and beyond what could occur within the School as a whole. Put differently, if the institutes are, in fact, serving the function of highlighting certain activities or approaches to criminology, might not the School have an interest in searching for a more effective, but less isolating, approach? Our concern is that the institutes may be creating unnecessary divisions within the faculty more than they are bringing together people who have similar interests. Are they, for example, exacerbating the "them" versus "us" view of the School that we heard expressed numerous times? There is an added problem: what may have been seen as a vital and relevant way of organizing people and ideas at one point in time may not be so now or at some point in the future. The existence of narrowly defined administrative structures may not serve the School well in its evolution. We have no conclusion to offer, but we think that the School should address the issue of the role and function of the institutes that it has associated with it.

A few members of the School have some connections with other departments. There are some joint endeavours with the psychology department, and recently one of the criminology staff became cross-appointed to the Department of Sociology and Anthropology. Such contacts are, we think, important, and help contribute to the academic strength of the School.

The faculty appear to receive support for their research from a variety of different sources. The Social Sciences and Humanities Research Council of Canada, however, appears not to play a central role in the research funding of many faculty. One effect of the SSHRC not playing a central role is that opportunities are missed for graduate student support through SSHRC grants. There is, however, a potentially more serious matter: the attracting of research funds completely outside of the university. Faculty in criminology, as elsewhere in areas that have an applied component, are often in demand to do research -- usually of a short term nature -- for governments. Research carried out by university researchers outside of the university is often "supported" by the university in indirect ways. For example, researchers might use library facilities; they may have easy access to graduate students who want to do work,

who, in the private sector, might expect to have some form of job security; and, perhaps most importantly, the university, through its guarantee of the principal investigator's basic salary provides an opportunity for an academic to "undercharge" the government department for the academic's time. The academic can underestimate the amount of time the project will take. In addition, the amount charged per day for the academic's time can be set at a rate that does not reflect the amount of "uncharged" time spent preparing the application and negotiating its terms. Nor does it include various other "overhead" expenses (e.g., recruiting and paying research assistance). In effect, charging the funder at the simple "salary" rate (e.g., 1/225 of an annual rate) is possible only because faculty are at an academic institution. When the Canadian universities and Supply and Services, Canada, negotiated an overhead rate, these other costs were included in the overhead rate. In fact, of course, few senior consultants in the private sector could afford to be "charged out" at a rate comparable to the "official" rate that the universities would charge including overhead.

Nevertheless, much research work is apparently being carried out independent of the university setting. Aside from anything else, it means that the academic doing the work can be paid extra for the work without any embarrassment of being paid more than their normal salary by the university. Those in government negotiating the contract obviously prefer to have it done outside of the university since various university rules (e.g., rules about ownership of the findings) can be negotiated more informally and independent of university rules about freedom to publish. The fact that the rates involved do not include overhead means that more research can apparently be done for the same amount of money.

Clearly some external work outside of the University setting can be beneficial to the academic involved and to the University. One might question, however, whether large scale or long term research projects should be carried out independent of the university. We were told that the university was willing to negotiate the overhead rates on individual research contracts and we were told that this had not been requested by members of the School. There are very real costs to the academic enterprise and to graduate students of shifting work outside of the university. We would urge those at the School to open this issue as a topic for discussion with the goal of developing an approach that is consistent with the university's own guidelines, but which deals with the matter in a manner that serves the needs of the School. In particular, of course, such an enquiry should first examine whether, in fact, the current situation is serving the overall needs of the School of Criminology and its students and faculty.

The undergraduate program

The undergraduate program is well received by the students, and talked about in very positive terms by the faculty. It apparently has a good reputation both inside the university and outside. Unlike many programs at SFU and elsewhere in Canada, the faculty at SFU have managed to maintain an extensive system of tutorials in lower

division courses and have, largely, maintained teaching of courses largely in seminar form in upper division courses. In times of large undergraduate demands and shrinking resources, such opportunities for close contact between students and faculty are unusual and should be both applauded and protected. The amount of sessional teaching (i.e., by those who are not regular members of the teaching staff) appears to be within the norms of the Faculty of Arts. We were told that most of it is done by doctoral students who are likely to understand the SFU system as well as being highly motivated to do a good job. It also serves, obviously, as an opportunity for doctoral students to get some teaching experience.

The most obvious and difficult problem facing the undergraduate program at SFU is in servicing the needs of students who want to major in criminology or who are majoring in the subject but who cannot get into the (upper division) courses they want to take. There are few choices available to the School, or to the university. We note, however, that students may be attracted to SFU as undergraduates, or may successfully transfer to SFU from another British Columbia institution in order to take criminology. Having arrived at the university, they may find that they do not have the record to get into the program. We note, however, that the 1994-1995 calendar lays out the limitations and the rules for entry into the program in detail. Hence, although some students may be disappointed, it cannot be said that they should be shocked by the result. Nevertheless, though we are not attributing blame for this situation to any group within the university, we believe the limits on entry into the criminology undergraduate programs serve as a symptom of the state of university funding in British Columbia and elsewhere in Canada.

The fact that the SFU School of Criminology cannot service the demands placed on its undergraduate program can serve as a backdrop to a range of issues facing the School. There are a wide range of teaching opportunities available to SFU faculty. There are a number of examples of very worthwhile teaching programs that draw faculty away from what might be considered to be their primary graduate and undergraduate teaching.

What might be considered to be "core" and what might be considered to be "extra" or "peripheral" is problematic. We are defining, for the purposes of this discussion, "core" as being what the member of the academic staff receives basic salary for: undergraduate and graduate teaching, and research. This is *not* meant to downgrade the importance of other legitimate teaching functions carried out in other ways. It is only to suggest that the University as a whole appears to treat, by way of its contractual arrangements, these other matters as being secondary since few people have these other responsibilities as part of their "normal" teaching load.

Some of the other activities that presently (or which could in the future) draw faculty away from "core" criminology responsibilities on the Burnaby Mountain campus are the following:

◆ Some faculty have, from time to time, been involved in teaching (largely First Nations students) in Kamloops. Although it is an individual decision on the part of a faculty member whether to take on such a responsibility, the effect of taking on such a commitment is that a faculty member is not available for other duties. Even if such teaching is not part of a faculty member's teaching load, the effect is the same: they are not involved in what some might consider to be their "core" responsibilities on the day they are in Kamloops. The conflict is obvious: the program is serving a very real need and yet the costs of addressing that need are also real.

◆ Courses offered at the Harbour Centre campus serve a group of students who might not otherwise be able to take the course. On the other hand, since it is not easy for students to take courses simultaneously on both campuses, and since fewer courses are available at the harbour Centre campus, courses which might be full on Burnaby Mountain are not invariably full when offered at Harbour Centre.

◆ Courses offered during the summer semester tend not to be full whereas if they were offered in the fall or spring semester they would be full. Is this a sensible use of resources?

◆ We were told that a "legal studies" program was being planned. There seemed to be some lack of consensus among faculty on exactly what this program would look like. For example, some appeared to describe it more as an undergraduate law program where others thought it would make more of a contribution if it were closer to a "law and society" program. In addition, the concern was expressed that it would be seen by students as a way of increasing the likelihood of gaining admission to law school. There were differing opinions as to what stage the planning was at. Whatever the program might eventually look like, we have to ask the question whether it makes sense for the staff of criminology to mount a new program -- and, in particular, a program that is likely to be very popular and to be a draw on scarce resources from both the School and the university more generally -- when it cannot service its current program.

Clearly, there are a core of very enthusiastic faculty who are interested in developing such a program. One can easily sympathize with the view that their enthusiasm and hard work should be encouraged. The enthusiasm for the program can be seen as being symbolic of some of the best characteristics of the School of Criminology and of its most significant problem: the question of priorities, and of a coherent vision of the role of the school, did not appear to enter into the consideration of this program. We found very little evidence of careful consideration of priorities, of the resources that were necessary to mount an effective program, or of how this would increase the commitments of the School to undergraduate teaching. It appeared to us as if the legal studies proposal was being talked about in a compartmentalized fashion as if it was a cost-free item. The idea that certain courses could not be offered unless resources were allocated to them was not, in our opinion, sufficient. There are enormous resource implications of offering a new program. Some -- such as the advising of students -- are fairly direct. However, more generally, the issue of

priorities in a time when everyone agrees that current programs cannot be adequately serviced cannot be ignored.

◆ The school has recently developed a small honours program. Certainly it looks like a good idea, and it appears to fit quite well into the basic major program. However, if the supervision of current graduate students is a problem, does it make sense to expand the research supervision problem to undergraduates?

◆ There are other initiatives apparently being considered by the School of Criminology. For example, there is consideration of mounting a diploma program in criminology (probably located at the Harbour Centre campus). There is discussion, given the connections that SFU has been developing with other parts of the world, of initiating field placement opportunities outside of Canada.

This committee should *not* be seen as being critical of any of these individual initiatives. Our concern is that we, as reviewers, we left a bit breathless and concerned about the number of them and of the apparent lack of consideration of priorities. We were not convinced that adequate attention was being paid to a very basic question: exactly what can the School of Criminology accommodate, given its present and probable future resources. We recommend, therefore, that the School should address itself directly to its priorities in the area of undergraduate teaching, taking into account the impact of this commitment on graduate teaching and research. They should ask a simple question: What is it that we are trying to accomplish with the program. In this context, consideration should be given to revisiting the nature of the undergraduate curriculum rather than simply reconfiguring what is there. There is no need for the SFU School of Criminology to be consumer driven: they have, and will continue to have, more "consumers" than they can accommodate. Thus if they were to redefine what their role was in the teaching of criminology and encourage appropriate students to come to this (possibly new) model of their mandate, we have no doubt that there would be plenty of students. Unfortunately, as enthusiastic as many of the faculty are, they cannot be all things to all people.

Some specific issues related to the undergraduate program and the focus of the School

As has already been pointed out, we have some concerns about the overall focus of the undergraduate program in criminology. However, in addition there are a few aspects of the overall structure of the university that have an impact on the way in which the School operates.

The Harbour Centre campus. Obviously, we can only applaud the theory that the opening of the Harbour Centre campus of SFU would increase the accessibility of university level education to the thousands of people who live or work in the downtown Vancouver area. In addition, of course, it provides a location for teaching that is

preferred by some faculty. But teaching criminology at Harbour Centre appears to be a mixed blessing. For reasons that were not clear to us, some of the criminology staff who chose to teach at Harbour Centre do not have access to the basic necessities of academic life (e.g., access to full telephone services, fax machines, etc.) Furthermore, it appears that it is not economically feasible for the School of Criminology to provide its own services on this campus since the number of staff presently there is so small. Clearly the present (perhaps interim) arrangements are unsatisfactory. The School of criminology should resist continuing an arrangement of providing courses and faculty until support facilities comparable to those available at the Burnaby Mountain campus can be assured.

However, there are other problems that cannot be ignored. We have already noted that spreading out an already over-burdened staff across two campuses has impact on the full teaching and research programs of the School. The replacement of those who teach at the Harbour Centre campus with a person teaching on a sessional stipend at Burnaby Mountain obviously addresses only a small part of the problem of resources. The library services at the Harbour Centre campus, though probably all that is possible under present circumstances, clearly do not allow students the same kind of direct access to reading materials that they would have at the Burnaby Mountain campus.

As we have already pointed out, the existence of the Harbour Centre campus appears to act as an encouragement to the faculty of the School to create new programs such as the legal studies program (one scenario would suggest that it would be offered primarily at Harbour Centre) or a post-B.A. diploma in criminology. It is not clear that resources are available for such programs especially if offered at another location.

Finally, there are obvious difficulties for students and for academic staff created by the fact that there is no efficient public (or university run) transportation between the two campuses.

We were not asked to review the overall relationship between the two campuses of SFU. Therefore, our recommendation is restricted to the School of Criminology itself. The School should develop a clear plan for the School's role, if any, at Harbour Centre.

The relationship of SFU to the colleges. A number of the faculty mentioned that there are problems concerning the integrating of students who have transferred into SFU from the various British Columbia colleges. Although there are apparently mechanisms in place to try to create comparability of background between the universities and the colleges, it appears to the faculty who raised this issue that the academic experience of the college students is generally not comparable. Obviously this becomes most salient in the upper division classes.

We doubt that this is an issue solely for criminology students at SFU. We

would suggest, therefore, that systematic data be collected in the upper division courses and that the pattern of performance of the transfer students be compared to those whose full post-secondary education experience was at SFU. In particular, such a study could determine whether the problem, if indeed it does exist, tends to be a short term issue of adaptation to a new educational environment (which might be suggested if an initial difference in performance disappears after a semester or two) or if it is a broader issue of overall preparation for university level work.

Distance education. This is an important part of the mission of SFU and of the School of Criminology. We had concerns about the manner in which this important part of post-secondary education is funded. In particular, by not having the preparation and supervision of distance education courses be part of a faculty member's basic responsibilities (or by not providing a mechanism for doing this), distance education may be seen as having a secondary importance. In addition, we were told that the amount paid for the development and update of distance education materials, and the supervision of courses understates both the importance of the project and the amount of time necessary to do an adequate job of distance education. If this part of the education process could be made part of the basic responsibilities of faculty members, it would be one way of reflecting its actual importance. Distance education, broadly defined, can also give the School opportunities to create links with groups (such as First Nations communities) that otherwise would not be possible. Criminology has been very heavily involved in distance education, and the faculty involved are to be commended for their enthusiasm about this form of education.

There is a danger in criminology at SFU of turning distance education courses into a means of dealing with the fact that fall and spring upper division courses are typically filled to capacity. Students who cannot find an appropriate course at the Burnaby Mountain campus are apparently turning to distance education even though they may not prefer this mode of education. This does not serve the distance education program since it might tend to be seen as "where you go if you cannot get into regular courses." Nor, of course, does it serve those students well who would prefer a more traditional method of instruction.

The Graduate Program

Resources. Generally speaking, the graduate students in criminology at SFU appear to have reasonably good resources available. They are given shared office space; they have access to computer facilities. There are, of course, limitations on the kinds of materials that are available through the SFU library. Students, in effect, have to make do with what is there or available through inter-library loan service. To the extent that the School has specific concerns about library services, our discussions with the library personnel would suggest that the school should take an more active role in feeding into the library resources process the School's view of what type of collection is appropriate. There was some discussion about the rule that a course cannot be offered

unless library resources are available to support it. From the perspective of academic planning, it obviously would be preferable if library resources could be made automatically available to support any new academic endeavour. But with limited budgets, library resources need to be seen as part of the equation just as is the availability of academic staff.

Financial support is inadequate, particularly for doctoral students who obviously can expect to be students for longer than M.A. students. Having more students work on projects closer to the current work of their supervisors may be a way of increasing the amount of support available to students. In addition, the School might think about tailoring its admissions decisions more closely -- particularly at the doctoral level -- to the resources available.

A basic problem to address. It appeared to us that in both the M.A. program and in the Ph.D. program there is a problem of students completing their graduate program in a reasonable period of time. Looking at completion figures for 1985 through 1995, it appeared that four out of 79 (5%) of the graduates of the M.A. program finished in what we told was the target time period (5 semesters). Only 7 of the 79 (9%) finished within six semesters (two years).

The school has had less experience with its doctoral program. But, using 12 semesters (four years) as a reasonable target for completion we see that only one of the six graduates (between 1985 and 1995) completed within this time period.

Many graduate programs have similar problems, and, therefore, we do not feel that the School of Criminology's record in this area is special. Nevertheless, we do believe it is a problem that should be addressed by the School. It is likely that this issue is related to resource problems that plague graduate programs everywhere. Nevertheless, we believe it is a problem that should be addressed *in the context of the resources that are available*.

Withdrawals from the graduate programs constitute another set of problems. Withdrawals early in a graduate program may be the result of a discovery by the student that the program is not likely to meet the student's needs. Withdrawals after considerable experience with the program, however, can constitute a serious waste of resources of the School and of the student. We were disturbed, therefore, to see that during this same period (1985 through 1995) that there were 51 students who withdrew from the M.A. program and 7 who withdrew from the doctoral program. We understand that the withdrawal rate is better for recent years than it was in the past. Nevertheless, we think it is worthwhile noting that 40 of the 51 (78%) M.A. students withdrew *after more than* three semesters (one year) in the program. Four of the seven withdrawals from the Ph.D. program left after more than two years in the program.

The structure of the M.A. program. We had the impression, from talking to the graduate students that there was an almost complete separation of the thesis requirement from the course work. The course work was, obviously, relatively structured. Then when the students moved to the thesis, they were left more or less on their own. Students indicated that it would be worthwhile to create explicit presumptive "timelines" on when certain steps in the thesis should be completed. We agree. Planning the M.A. thesis earlier in the program -- e.g., during the second semester, might also be useful. We did not inspect recent M.A. theses. Nevertheless, we would encourage the School to review its expectations of what an M.A. thesis should look like. It is possible that sufficient direction is not given to M.A. students on how to design and carry out a thesis that is appropriate in scope for an M.A. There also may be unreasonably high expectations on the part of some faculty on the scope of an M.A. thesis.

A few students mentioned the fact that the system of assigning a "presumptive" research advisor to entering M.A. students sometimes caused a bit of conflict if the student wished to change advisors. The School might wish to re-open the question of whether this method of ensuring supervision of a student is a good idea. Some have argued that a system whereby a student must find a supervisor is better since it forces the student to address the question of thesis topic earlier in the program.

The structure of the doctoral program. Doctoral students in criminology at SFU have to do a relatively large amount of course work. The requirements as they are advertised in the calendar are obviously more onerous than they may be in practice, since they appear to require a minimum of 33 semester hours of courses. It is pointed out, however, that "the graduate committee may waive up to 15 semester credit hours of course requirements on determining that equivalent courses have been taken at the graduate level." Nevertheless, this leaves, at a minimum, 18 hours of courses for doctoral students. Some students suggested that the system of waiving of courses was not completely satisfactory since, from their perspective, the decisions were often, in effect, delegated to individual instructors teaching the courses. This, they suggested, led to inconsistency in the application of the rules. The School should consider turning this rule around: beginning with the basic course requirements and then suggesting that additional specific courses might be added for those coming to the Ph.D. with an M.A. from elsewhere. This would obviously depend on the student's background.

It appears to us that the School views the course work as the main way in which students achieve "breadth" in their graduate training. If this is, in fact, the case, the school might want to consider focusing the comprehensive exams more toward the doctoral thesis so that preparatory work will be directly relevant to the thesis. In this context, it might be worth examining the extent to which assignments in course work could be designed for doctoral students to contribute to their theses.

The School might also wish to have an open discussion about what a doctoral thesis should look like. Since there is enormous variation across universities -- and within

universities, across departments -- on the scope of a doctoral thesis, some attempts to achieve a consensus (at least on the range of what is expected) appear to us to be warranted.

Comments that relate to both graduate programs. We would suggest that the School should review its course requirements at both the M.A. and Ph.D. level asking some very basic questions. First, what skills/knowledge does the school expect students to have as a result of completion of the degree. Second, what courses are necessary to accomplish this result. We note, for example, the fact that a full one-third of the course requirements are methods courses. Though obviously such courses can be useful, we would suggest that the School might ask whether these courses are serving the needs of all students. In this context, notwithstanding the rather extensive methods offerings within criminology, we note that a few of the students have gone outside the department for methods courses. The number of such students is, obviously, small and the department that provided them with the training (Sociology and Anthropology) has limited resources to accept external students in any case.

The School has instituted a "course on demand" system whereby faculty members can list a specific course that will be offered if, in fact, there is sufficient demand from the students. The intent of this approach is clear: it is a way of offering specialized courses that fit the specific needs of the students at a given point in time. We were not convinced, however, that it was turning out to be a sensible way of dealing with the resource problem. Although teaching core graduate courses does, apparently, "count" in a faculty member's overall teaching load, it appeared to us (and to some faculty) that there were problems in getting teaching credit for courses mounted "on demand." In terms of faculty time, there is an additional problem: there is a reasonable likelihood that a faculty member could spend a considerable amount of time preparing an outline for a course to be offered "on demand" only to find that the demand was not there. This wasted time was seen as being particularly problematic for new faculty. A more basic question that might be asked is whether the "course on demand" is really the most appropriate model for graduate course work? If a course is worth offering -- on some basis other than market forces -- should it not be offered? Alternatively, given the rather large course requirements particularly at the doctoral level, and a faculty that has large demands put on it from various directions (research, undergraduate teaching, graduate supervision, etc.), should a course be offered simply because it is popular?

There are a number of different traditions concerning the relationship between the student's M.A. or Ph.D. thesis topic and the research being done by the supervisor. As one approach to addressing the amount of time it appears to take students to complete their degrees, students might consider choosing a thesis topic closer to the research being carried out by the supervisor. Such an approach could, perhaps, give the student access to funds that otherwise might not be available. It also might assist in relating the work being done outside of the university to the "academic project."

The School might wish to consider taking a more active role in ensuring the progress of

its graduate students. Periodic reports by students on their progress and their expected completion date might help focus everyone's attention on achieving a timely completion. Realistic guidelines concerning completion of individual requirements might also help.

The supervision of graduate students. The committee obviously had some concerns about the adequacy of supervision of graduate students. With many of the faculty indicating that they were stretched thin in terms of their ability to do their basic teaching and research, and with graduate students indicating that there were problems of getting adequate and timely feedback on theses or parts of theses, we would suggest that the School should question whether it can, for example, increase the size of its doctoral program. We were told that there are now 18 students in the program. This will be increased by seven next year. If the School is having trouble supervising and supporting doctoral students at the moment, does it make sense to increase the number it accepts? Arguments about accessibility have to be weighed against the possible net loss to *all* students if the program suffers from being larger than the school can handle. Taking fewer students, for example, could lead to fewer dropouts and a net *increase* in the number actually completing their degrees.

It is clear, of course, that the decision to expand its graduate program is completely the School's; nobody suggested that there was direct pressure on the School to expand its program.

In the context of supervision of students, the School might wish to consider developing guidelines of "expectations" for supervisors and students. Such guidelines exist in some other universities and are seen as being helpful. The guidelines in other universities, for example, set out expectations for supervisors and, in effect, define the roles of both students and supervisors. We had the impression that some students were "mentored" more than others. It might also make sense to explore whether the School, as well, could take a more active role in guiding students with respect to fellowships, conferences, publications, jobs, etc.

Similarly, there appeared to be some ambiguity -- as there is in other departments and universities -- on the proper role of other members of the supervisory committees. This, too, might be made the subject of guidelines.

Finally, we suggest that the issue of "teaching credit" for graduate supervision should be revisited. The idea that the school cannot "afford" to give credit for this work ignores the fact that the question concerns the *equitable* distribution of work across faculty members rather than the total amount of work being carried out by the full faculty complement at the School. It is important that graduate supervision not create greater inequities in the actual workload of faculty at the School.

A final word. We sensed that students on the whole were reasonably content with their graduate programs. On the other hand, we felt that there were some broad concerns

that should be raised. Some students did not appear to see criminology faculty as a whole to be a "resource" to aid in their development. They work with their supervisors (and to a lesser extent with their other committee members). The other members of the department are not seen as being available. Among other things, they pick up the "splits" in the department, and are aware of what combinations of people cannot be put on the same committee. They talk about the "last four appointments being in theory rather than being applied" using much the same language as the faculty use. Some international students also mentioned specific concerns that they had about the faculty's lack of comparative perspective. But the concern that we have is broader than that.

The problem may arise, to some extent, as a result of the fact that there do not appear to be opportunities for graduate students and faculty to talk informally at the School of Criminology. Faculty are, to varying extents, available in their offices for those who have specific concerns. But faculty don't "just talk" to other faculty or students unless there is a specific issue or a meeting is called. We are *not* suggesting that there needs to be social interaction amongst students and faculty off campus. But the School, in its present location, did not appear to us to constitute an identifiable community. The architecture of the School may contribute, in part, to this problem (if, indeed, it qualifies as a problem). We would suggest that the School might wish to think about how informal interactions among academic staff, non-academic staff, and students, might be encouraged. Could, for example, some "inviting space" be converted into a "common" area?

Staffing

Staffing in any department has the potential of creating or bringing out any serious problems or tensions that exist. The value of one's own approach to a field (or one's own area or one's interests) is often seen as being evaluated by the priority given in hiring decisions. If one's own approach is "downgraded" in priority, then it can be seen as a statement of others' views about one's own work.

Our approach to understanding the "staffing" issues at the School is based on the following assumptions:

◆ We believe that there is a need for diversity in the academic staff of the School as there is in other academic units in Canada. We think it is important to point out that those we spoke to in the School of Criminology welcome diversity along racial, disability, gender, and sexual orientation lines. A number of people pointed out their own desire to hire First Nations and racial minority academic staff. Ensuring equitable diversity across these categories is an important goal, which will improve the capacity of the School to produce excellent academic research and to provide new and creative teaching methodologies.

◆ In addition, however, the SFU criminologists have a rather unusual age/rank

distribution. We realize that age *per se* cannot be a criterion used for hiring. But looking at the age (or estimated age for those who did not provide birth dates), it would appear that roughly 16 of the current 22 people will retire in one eight year period. These people all currently fall in an age range of approximately 44 to 52. We estimate that there are two people currently in the professorial ranks who are younger than 44. It should also be pointed out that there is one assistant professor (actually one half, but for comparison purposes, she will count as if she were full time at the School) out of 22 people listed in the professorial ranks in the 1994/5 calendar (5% of the faculty are assistant professors). For some haphazardly chosen other departments in the faculty, the number and percent of assistant professors are as follows:

Economics: 6 of 31 or 19%

Geography: 8 of 22 or 36%

History: 5 of 29 or 17%

Political Science: 4 of 18 or 22%

Psychology: 6 of 35 or 17%

Sociology & Anthropology: 6 of 18 or 33%

◆ There is, then, a good deal of homogeneity of the faculty in terms of age and rank. Most of the faculty have been at SFU, in one capacity or another, for a long time. One consequence of the "fact" of a shared past, then, is that when a new person comes in, there is no culture of how to help this person become integrated into the School. And because there appears to be little "collective" responsibility on the part of individuals, nothing really happens. This is the problem of a department that has been in a "steady state" for some number of years.

We heard a good deal about "the 1991 hiring priorities" formulated at a retreat. We obviously cannot comment on the manner in which they were arrived at. Nevertheless, we would suggest that, as the School's own priorities, they should not be considered to be written in stone. Perhaps, even then, they were not the most appropriate way to go. We would suggest that the priorities for the next job or jobs in criminology should be reopened.

There was a good deal of talk about the "balance" in the number of representatives of different fields (e.g., theory vs. applied). There are two problems with the "single continuum, balance" model: first, how does one know where the fulcrum should be. But more important, what if "balance" is much more multidimensional than was talked about with us. What if there are a number of different dimensions on which people differ.

We were somewhat disturbed that there was so much talk from some about "theory" vs. "applied" as if it was clear to everyone that this was the right way of characterizing everyone. We heard repeatedly that "the last four jobs have gone to those interested in feminist theory. It is our turn now" (or some close variant of this). The problem we had with this view is that, from the review committee's perspective, the "last four people" hired looked quite different from one another.

We strongly question the strategy of narrowing the search for new academic staff to a particular field or interest (e.g., policing). The reality of the job market is that there will be very real problems in finding good young people at the assistant professor level in any area. The emphasis should be on getting the best person without narrow definitions of area.

How then should the School define its "needs"? Is it solely in terms of courses or areas of the criminal justice system (e.g., policing)? The problem is that there is need for diversity on a range of dimensions. We recommend that the School should hire the best young recent Ph.D. they can find at the assistant professor level, while also attempting to bear in mind the need to maximize diversity and satisfy employment equity concerns. The primary criterion that should be used is that the person is making and/or is likely to make during his/her university career significant contributions to our knowledge in the field of criminology, broadly defined.

Obviously, the School should not hire someone "just like" those already in the School. (If it were an issue -- and we do not think it is -- there should be a strong presumption against hiring an SFU Ph.D. or a close collaborator with someone at SFU.) At the same time, "broad labels" which divide people into two groups are not very helpful. "To a flower, all vegetables look alike, and to a vegetable, all flowers look alike."

Hence in advertising and in recruiting, we recommend against the naming of specific areas. To limit the search will lower the likelihood of finding an excellent candidate. In any case, if the School were to name areas, what about areas where there are obvious gaps: disciplines like anthropology or economics? There is another point to remember: SFU Criminology cannot be "all things to all people."

Equity in duties

In recent years, the SFU School of Criminology has experienced cutbacks of support staff. These cutbacks have created their own sets of problems. For example, until recently, when a half time person was hired to help advise students, a number of undergraduate students -- frustrated, on the one hand by not being able to get into courses, and on the other by not being able on a predictable basis to get advice -- expressed dissatisfaction with the School for the way it dealt with students. It is hoped that this dissatisfaction on the part of the students with the "service" they were receiving has been at least ameliorated by assigning resources to it. The cutback on support staff has other impacts. Faculty are obviously doing virtually all of their own administrative and clerical work.

There is another "workload" issue that should be addressed. Many of the people we spoke to suggested that work at the School was unevenly distributed and that

this uneven distribution was above and beyond the extra work that active academics normally do. "Stressed out" was a word used repeatedly to describe some of the faculty. We recommend that the School should examine the overall distribution of its responsibilities. It was suggested, for example, that there were a number of *ad hoc* arrangements about teaching responsibilities. We did not examine this issue in detail. It appeared to be a concern. We suggest that it be looked into. Part of such an enquiry should, obviously, include the question of credit for the supervision of graduate students. It appeared to us, for example, that the supervision of honours undergraduates was receiving more "official" recognition than the supervision of graduate students.

Such an enquiry will not be easy. As one person noted, the work that comes with membership on committees depends, in large part, with how active and responsible, a committee member is. Those who do not show up for committee meetings do not do much work outside of committee meetings either.

There are other sources of disparity in workloads. Those who spend a substantial amount of time away from the office (e.g., working at home, or working on non-university tasks) leave those who work in their offices with much of the day-to-day minor tasks and questions.

Questions were also raised about the procedures used in assigning of teaching responsibility. Once again, this committee did not go into the matter in detail. Nevertheless, it does appear that there is some dissatisfaction with the outcome. This is natural. However, there were assertions made about the nature of the process that suggested to us that the process of assigning teaching responsibilities (e.g., decisions on who taught particular courses at the graduate level) was not well understood by all faculty. This is not a major issue; nevertheless, the School might wish to avoid certain types of feelings of unfairness by creating clear and public guidelines on how teaching responsibilities are assigned.

The intellectual atmosphere of the School of Criminology

We have already noted that the School does not appear to be a place where students and faculty meet informally (over coffee, for example) to discuss whatever happens to come up. We were told that some faculty have research meetings. These were very well received by the graduate students. However, in general, we got the *impression* that there is very little opportunity for informal interaction among the members of the academic community in the School.

The proseminar was seen by many students as being a useful tool for making people aware of what faculty were doing. Some students, however, suggested that by giving credit, this purpose was undermined. In addition, as we understand it, the seminar sessions are not typically attended by the faculty. Hence it does not help create

an opportunity for the whole community to get together.

Although the School does, from time to time, hold symposia on specific topics, it does not have a seminar series where diverse people from within the University, or from other universities, or from elsewhere, come and talk about their work or ideas. When asked about such seminars, students mentioned the Green College series at UBC. Although such a series at another university serves some functions, it does not serve the interests of creating an intellectual climate involving large numbers of people at the School. Aside from anything else, the students and faculty at SFU do not have an opportunity to invite the people they wish to hear.

Such seminar series need not be expensive. Many people who would be of interest to the students and faculty at SFU come to Vancouver from time to time. In addition, there are a fair number of people in the Vancouver area who could participate. For little financial cost, but a fair amount of effort, a seminar series could be created. We would suggest that the School should consider creating such a series.

Such opportunities might help break the view that several students appear to have of the School: that it is a collection of individual faculty who collaborate from time to time, but who generally are not seen as a "community" having common interests. In addition, in some cases, students indicated that after being at SFU for some time, they hardly knew some of the faculty. Faculty are seen as having a relationship to "their own" students and to their courses, but not to "graduate students" generally. With a few notable exceptions, people are pleasant to one another, and there are quite a few collaborations between faculty members. At the same time, intellectually, they do not "cross boundaries." Could efforts be made to develop a greater attachment to the School of Criminology, as opposed to the development and support of individual endeavours? Might the School, for example, want to consider using certain events -- such as the convocation of its students -- as an opportunity to come together informally?

Although sexual harassment appears to have been a problem in an earlier era of the School's history, from what we were able to determine, much has changed. Many of those who spoke to us remarked on the improvement in the environment for women students in this respect. We raised the issue of harassment of undergraduate students in field settings, but since we did not speak to undergraduates and the person in charge of field placements was not on campus during our visit, we could not get much information. Given the varied nature of the placements, however, we would suggest that the person in charge of field placements, if he is not already doing so, might address this subject directly with the students.

A special matter of concern

The Review Committee was asked to examine "the extent to which the working environment within the School [of Criminology] is conducive to the attainment of its objectives." An issue came to our attention which, we believe, has had the effect of interfering with teaching and scholarship at the School of Criminology. We do not know the extent of this interference; we are convinced, however, that the problem exists.

The issue is one which is known to the administration of the School of Criminology and to the administration of the University and derives from a dispute that began early in 1994. It involves some members of the School of Criminology and at least one non-faculty person who was apparently then employed at the University. We understand from our discussions that significant portions of the nature of the dispute and the nature of attempts to resolve it are not at present public. Hence we have not been made fully aware of the nature of the original dispute, the details of the manner in which it was handled by the School of Criminology, and we have almost no details of the manner in which it was handled by the administration of the university. We understand that some factual determinations have been made and that some assignment of responsibility for certain aspects of the dispute have been made. We have been led to believe that these determinations have not been made fully public. In any case, the review committee has not been made aware of these findings, nor did we ask for details about them.

We have deep concerns about whether the administration of the university has "resolved" this matter in the most satisfactory manner possible. In fact, the matter came up quite spontaneously in our discussions with a number of people at the School of Criminology. It is completely evident to everyone that the matter is still an active source of conflict and concern.

The administration of the university cannot responsibly sit back and hope that the problem will disappear. Nor can the responsibility for the problems that still exist within the School of Criminology be attributed solely to any single one of the parties involved. Similarly, the central administration cannot leave the dispute to the School of Criminology to resolve completely on its own.

The university must search for a mechanism to resolve this problem. Although the central administration of the university might choose to believe that the problem can be ignored, its potential long term impact on the School of Criminology is of such a magnitude that we believe that the administration would be derelict in its duty were it not to make every reasonable attempt to find a solution which will reduce the tensions within the School of Criminology. This is not a problem that the central administration of the university can distance itself from by suggesting that "ownership" of the problem lies solely within the School of Criminology. The administration of the university is involved as a party to the dispute as a result of the manner in which it has handled the dispute thus far.

The matter, as we understand it, now involves at least four somewhat separate issues. What began as an "incident" involving, apparently, two people, has now -- because the original matter was not satisfactorily resolved -- escalated. Without being fully informed about the details of the dispute, it appears to us that the various layers now involve:

- 1) The original dispute and whether the conflict involved was handled in the most appropriate manner;
- 2) The University's own involvement in the matter and the manner in which it was handled, and is still being handled, by the central administration of the university. There have been suggestions that none of those in the School are satisfied that the University has handled this dispute adequately.
- 3) The costs (broadly defined) to the faculty and non-faculty parties involved in the dispute.
- 4) Whether the University has in place appropriate mechanisms to deal with disputes between or among members of its own community.

It is our experience that universities have a tendency to try to brush conflicts such as this one aside rather than deal with the unpleasant matters directly. In this case -- as in others that we are aware of at other universities -- such an approach has not worked. We are *not* taking issue with the motivation of those in central administration in the university who have been involved in this most difficult matter. The advantage of having an external review such as ours is that a fresh assessment of the strategy presently being followed can be made. It was clear to us that "hoping the problem will disappear" has not worked.

We strongly recommend, therefore, that the University immediately re-open this issue with the goal, in the first instance, of attempting to find a resolution of the matter as it directly affects those associated with the School of Criminology. We can understand -- but we do not accept -- the reluctance of the central administration of the university to get further involved in a matter that may lead to litigation. Litigation, if it occurs, will not only be expensive and divisive: it will take years to resolve and will destroy many person-years of the lives of productive academics.

For the health of the School of Criminology, therefore, attempts to deal directly with the concerns of those in the School who are involved, should be made. These should be initiated as soon as possible. They must involve attempts at achieving a settlement among all of the parties involved: the various individuals within the School of Criminology who are involved, the non-faculty person who apparently had been an employee, and the senior administration of the university. In seeking a resolution to the dispute, we would like to point out that in our opinion the apparent secrecy that has,

thus far, characterized the attempts at resolving this dispute has not been very productive.

A number of approaches might be considered, among them the following:

1) We understand that two highly respected academics carried out an enquiry of this dispute during the summer of 1994. Since they are obviously knowledgeable about the dispute, they might be asked to take on the task of looking for a method of finding a resolution to the dispute as it presently exists.

2) A second approach to the matter might be to engage the services of a professional (external, independent) mediator who might work directly with the parties to help resolve the issues. Again, however, the resolution cannot be assumed to be a completely private one involving only the original parties. It is likely to involve all of those presently involved.

The resolution of disputes outside of traditional legal structures is not unusual, and in this context, the two members of our committee who are also lawyers -- Professor Constance Backhouse and Professor John McLaren -- would be happy to suggest names of specific individuals who might be able to take on this task.

We urge the administration of the university to address this issue immediately.

Resources

We have noted that resource problems arise with respect to a number of different issues. It does little good to say that more resources are needed. That could be said in almost every part of every university in Canada. We have no expertise to suggest that the School of Criminology should be receiving higher priority than it presently has. We have already noted that there are a number of areas where the SFU School of Criminology could use additional appointments.

However, these problems are, to some extent, made worse by the existence within the School of a small number of apparently relatively unproductive faculty. Those working considerably more than a normal work week are understandably demoralized by the existence of those who contribute relatively little to the research and graduate enterprise. This is not a problem unique to SFU criminology. The challenge, from the perspective of the university as a whole, and from within the school, is to find a way of making effective use of the expertise of all of the members of the academic staff. It may be, for example, that some formal approach to modifying what is expected of faculty would be appropriate.

Another issue that came up in a number of contexts was the distribution of resources. As we have already noted, the proportion of total school resources going

into academic salaries has apparently increased over the years. At the same time, the infrastructure for supporting research and investing in new ideas for research is seen as having deteriorated. We believe that the question should be asked: with the resources that the University can make available to the School, how would the needs of the School best be served. For example, would the quality of research and teaching improve, and the ability of the School to fulfill its mission be increase, if the school were to target funds to "infrastructure" improvement rather than an academic appointment? We do not have an answer to this question, but we believe it should be asked. When we did ask it to people in the School, we were told that the power to re-allocate funds was completely outside of their control. If this is, in fact, the case, then the University might wish to support plans to reallocate resources in a way that aids to total academic enterprise.

A specific "one time only" resource issue. A very specific issue was brought to the attention of the committee which we did not feel qualified to examine in great detail. It involved claims by one faculty member that his scholarship had been stalled by changes in the university's computer facilities. We cannot assess this claim, nor can we assess whether the university has already taken all appropriate steps in this matter. Nevertheless, from this individual's perspective, it would appear that the matter has not been satisfactorily resolved. Furthermore, it was suggested that the university has not fulfilled its part of what was agreed to at the time when the computer facilities were changing some time ago. We would suggest that this be resolved in the following way. The university should state, unambiguously, either that it will not put any more resources into this project or that it will. If it is not going to support this individual any more, then there should be a written statement to that effect (assuming, of course, that such a written statement has not already been issued). If the university does believe it is appropriate to put more resources into the project, it should set aside a fixed (dollar) amount for this purpose to be expended as the individual and the School agree is appropriate. Upon the *allocation* of these funds to the project, the matter would be declared closed.

Conclusion

The SFU criminologists are, on the whole, a productive, energetic group, who contribute in quite different -- but important -- ways to the School and to their field. The suggestions that we have made should be seen in light of this positive overall assessment.

We suggest that the main task for the future is to develop a vision of what the School should be. The school should look for ways of consolidating what has been accomplished individually thus far to serve the overall needs of the School. There is tolerance of diversity of approaches at the School. The question is whether diversity of approaches is celebrated sufficiently. We may never achieve a consensus as to what "criminology" is all about. It may not be sensible to attempt it. But tolerance for the

multiple views that do exist is important.

In making recommendations that suggest "consolidation" and "caution" in expanding further, we realize that there are a number of risks.

--there is the potential for (further) ideological divides in the School.

--there may be a tradeoff between retrenching and focusing on core activities on the one hand and creative expansion on the other. Creative entrepreneurial activities add a level of excitement to the School.

The task for the next director should be to work on a vision for the future for the School as a whole. One important issue is to ensure that there be a differentiation between SFU from the colleges. To some extent the "academic" approach of the School helps accomplish this.

For the next few years, the challenge will be to look for ways to help people remain productive scholars in an era of little hiring. The rewards of growth will not be there the way they were in earlier times in the history of the School. Hence there will be a need to look for a way to focus energy in other ways.

We have no specific suggestions on the criteria that should be used to choose the next Director of the School. However, we would urge caution before choosing a person for director solely because that person has the ability to deal with conflicts, problems, etc., fairly and directly. The "people's choice" for director by all accounts can deal wonderfully with the problems that come up. If the administration were to want this person to be the next director, they should provide this person with adequate incentives to make the job attractive. The issue is greater than simply finding someone who has the support of the faculty: the School should be looking for someone who, in addition, will provide leadership in developing a vision. The "prime candidate" may well do this wonderfully as well if given the mandate and the support of the School. It should be understood that in the short term, the process of helping the School develop a "vision" of where it is going may also create some conflict.

The School of Criminology is strong. The School and the University can be proud of its accomplishments. We are confident that the School will meet the challenges that it faces with enthusiasm.

Appendix 1: Some comments on the material given for this review.

We would suggest that review committees provide much less information to reviewers. The School of Criminology obviously provided an enormous amount of information to us. We are concerned that the time involved in providing this documentation is excessive and could be better spent on other activities.

We suggest that a much more limited set of information and a shorter report be provided to the reviewers. A suggestion as to what might be useful follows. The detail is not important. What is important is that the information be focused on the issues that the committee has to address.

Here are some suggestions on possible information that might be useful to reviewers:

1) The basic public information about the department:

- Calendars
- already prepared information about the department
- CVs

2) Very basic data in a rather simple form. For example,

- numbers of students in the various programs over the past few years
- distribution of time to completion for graduate students.
- support available for graduate students
- dollar value of research grants/contracts received and administered through the university for each of the past five years.

3) A statement from the department (or appropriate committee) on a limited number of topics:

- graduate program issues
- undergraduate program issues
- research support
- general departmental issues, facilities, etc.

Such a series of statements could include "self-assessments" on such issues as:

- the strengths
- weaknesses/challenges/concerns
- plans for change

We wouldn't want to suggest a length for such documentation. But brevity should be encouraged. If less information were provided to the committees and individual committee members wanted additional information that was (easily) available, they could ask for it before or at the site visit.

Appendix 2: Meetings.

The schedule was drawn up by the Office of the Vice-President, Academic. Meetings with individual faculty members were scheduled by the School of Criminology. As far as we know, all faculty members who wished to meet with us were given the opportunity to do so.

Wednesday, 24 May 1995:

- ◆ John Munro, Evan Alderson, Bruce Clayman, and Alison Watt (University administrators)
- ◆ Neil Boyd
- ◆ Undergraduate curriculum committee
- ◆ Dorothy Chunn
- ◆ Brian Burtch
- ◆ John Lowman

Thursday, 25 May 1995:

- ◆ Bruce Clayman
- ◆ Deborah Palliser
- ◆ Support Staff
- ◆ Graduate students
- ◆ Graduate curriculum committee
- ◆ Lunch with Robert Gordon and Robert Menzies
- ◆ Chris Webster (Chair, Psychology)
- ◆ Margaret Jackson
- ◆ Dany Lacombe
- ◆ Robert Menzies
- ◆ Karlene Faith
- ◆ Ezzat Fattah

Friday, 26 May 1995:

- ◆ Evan Alderson
- ◆ Ellen Gee (Chair, Sociology & Anthropology)
- ◆ Simon Verdun-Jones (by phone)
- ◆ Joan Brockman
- ◆ Douglas Cousineau
- ◆ Ehor Boyanowsky
- ◆ Ray Corrado
- ◆ Jack Corse and Sharon Thomas (Library)
- ◆ Monique Layton and Joan Collinge (Distance Education)
- ◆ Neil Boyd
- ◆ John Munro, Evan Alderson, Bruce Clayman, and Alison Watt (University administrators)

SIMON FRASER UNIVERSITY
Office of the Dean, Faculty of Arts
MEMORANDUM

To: David Gagan
V/P Academic

From: Evan Alderson
Dean of Arts

Subject:

Date: September 16, 1996

I am forwarding the response from the School of Criminology to the 1995 External Review of the School.



Evan Alderson

EA/jm:

Copy:
Alison Watt

SIMON FRASER UNIVERSITY

SEP 13 1996

SCHOOL OF CRIMINOLOGY

FACULTY OF ARTS

MEMORANDUM

To: Evan Alderson, Dean of Arts
From: Margaret A. Jackson, Director
Re: The School of Criminology: Response to the External Review
Date: September 11, 1996

Attached please find the School's response to the External Review of Spring, 1995. The former Director, Neil Boyd, developed the first draft of the report, which was subsequently refined by the present Director and her two Associate Directors.

Please let me know if there is need for further clarification. Both Professor Boyd and I would be willing to attend a Senate meeting to present the report.

Thank you.

Margaret A. Jackson

The School of Criminology: Response to the External Review

The external review committee (Professor Tony Doob, Centre of Criminology, University of Toronto, Professor John McLaren, Faculty of Law, University of Victoria and Professor Constance Backhouse, Faculty of Law, University of Western Ontario) visited the School of Criminology in the spring of 1995; they issued their 27 page report in July of that year.

In general and specific terms, the School of Criminology was lauded by the review committee for its accomplishments during its 20 years of operation. At pages one and two of the report the committee made the following comments:

The members of the academic staff contribute to knowledge within their own definition of the field. There is no question that they are doing this. We are not the only ones to recognize the excellence of the members of the staff of the School of Criminology; those outside of the School whom we met also shared this view.

The academic staff are, almost without exception, enthusiastic about their work. They not only accept -- but appear to seek out -- challenges in their teaching the research programs.

The research being done at the School of Criminology is getting published or otherwise made available to those most interested in it. Much of it is published by excellent publishers or journals. The staff -- academic and non-academic -- see it as a good place to work. Generally speaking -- with a few notable exceptions -- people get along with one another and they see the School of Criminology as a good place to do research.

Similarly, the review committee concludes its commentary with the following paragraph:

The School of Criminology is strong. The School and the University can be proud of its accomplishments. We are confident that the School will meet the challenges that it faces with enthusiasm.

What emerges from the report of the review committee is, then, a clear conviction that the School of Criminology is a very productive academic unit which has established a strong national and international reputation for excellence in research and teaching. The challenges that we face will, accordingly, form the focus of the School's response to the review.

In addition to responding to concerns raised about the operation of the graduate and undergraduate programs, we want to provide some feedback with respect to the issues of "staffing", "the intellectual atmosphere of the School", "a special matter of concern" and "resources".

Staffing

First, with respect to "staffing", we are pleased to note the committee's finding that the School welcomes diversity amongst staff in relation to race, disability, gender, and sexual orientation. We are also pleased that the committee noted the unusual rank/age distribution within the School of Criminology. As they point out, almost every faculty member within the School falls between the ages of 40 and 60; within one eight year period 16 of the 22 faculty employed will retire. At the present time the School of Criminology has only one assistant professor (a joint appointment with the Department of Sociology); this profile of rank is in marked contrast to other departments within the Faculty of Arts. Most other departments of a comparable size have four or five assistant professors; we have one half-time assistant professor.

It will not be surprising, then, to hear that the School of Criminology has been trying for some years to secure authorization for tenure-track assistant professor positions. We strongly and unanimously agree with the committee's commendation that there must be faculty renewal within the School of Criminology. We cannot emphasize enough our conviction that we must continue to retain and build upon our current faculty complement, even in these difficult times of budget cutbacks.

Intellectual Atmosphere of the School

The review committee highlighted "the impression that there is very little opportunity for informal interaction among the members of the academic community in the School". The committee noted the observation of some students that the School is a collection of individual faculty who may collaborate from time to time, but do not represent a "community, having common interests".

The committee recommended an informal seminar series -- a greater sharing of current research and research interests. We note, in response to this suggestion, that this kind of series has been attempted by various directors and associate directors during the past 15 years, with varying degrees of success. Our feeling is that the committee is quite right to note that there could be more sharing of research and research interests among faculty and graduate students, but, at the same time, we cannot compel faculty interest in and attendance at such events.

A Special Matter of Concern

The review committee noted the existence of "a dispute that began early in 1994", involving "some members of the School of Criminology and at least one non-faculty person who was apparently then employed at the University". The committee urged the administration of the University "to search for a mechanism to resolve this problem".

Since the release of the review committee report in July of 1995 the University administration, including the administration of the School of Criminology, has made several efforts to find solutions to these conflicts, efforts which we hope will have the effect of reducing tensions within the School of Criminology, particularly among the individual faculty members in question.

We believe that this dispute is now at an end, although some faculty continue to look at possible changes to University policy which may alleviate such difficulties in future.

Resources

The review committee clearly wrestled with the problem of the School of Criminology's interests in the development of new programs in new locations. Specifically, the committee addressed the problem of mounting new programs and courses at the Harbour Centre campus, the problem of integrating the Honours undergraduate program with our other offerings and the issue of developing a legal studies program.

With respect to all of these issues, the committee sounded a note of concern about the faculty spreading itself too thinly across a myriad of course offerings and locations; they questioned the extent to which, with our existing resources, we could meet these new challenges.

First, we believe that the Honours undergraduate program has been an unqualified success, sparking strong interest among our very best baccalaureate students and acquainting them with the task of thesis preparation and defence. In our most recent semester, spring 1996, we had a record number of thesis defences and all faculty involved have voiced strong support for the continuation of this program. We do not believe that this offering detracts from our other course offerings at the graduate and undergraduate levels; rather this program complements the existing teaching regimen.

Second, we acknowledge that the Harbour Centre campus presents us with a number of difficult challenges. First, we cannot mount large undergraduate classes at this site, without a considerable drop in enrollments. A close look at the demographics of our undergraduate student body indicates that more than 75 per cent of our undergraduates live in Burnaby or further east; they have shown during the past decade that they are not willing to take their first and second year classes at the Harbour Centre campus.

Accordingly, we believe that at this time teaching at the Harbour Centre campus must be restricted to third and fourth year seminar courses specifically designed for the community that would use the Harbour Centre location.

Finally, we note the committee's comments in relation to the legal studies program -- specifically, its concerns that resources do not currently exist to permit the development of this pedagogy. Further, the committee noted, quite fairly, that there is not a clear vision yet of the specific form that a legal studies program might take. We do not want to close the door on this option, nor on its potential to be offered from the Harbour Centre campus, but we agree that we will not be able to move forward effectively until we can secure additional resources, in both the realms of teaching and support staff. We note, in this context, however, the comments of the review committee, "There may be a tradeoff between retrenching and focusing on core activities on the one hand and creative expansion on the others. Creative entrepreneurial activities add a level of excitement to the School". It may be, then, that the development of a legal studies program -- or other innovative pedagogies -- will permit the School of Criminology to continue to build upon the tradition of excellence that we have collectively constructed.

**SCHOOL OF CRIMINOLOGY
UNDERGRADUATE CURRICULUM COMMITTEE
RESPONSE TO THE REPORT OF THE REVIEW COMMITTEE**

January 31, 1996

1.0: Introduction

The Report of the Review Committee of the Simon Fraser University School of Criminology has been examined by the Director of Undergraduate Programmes and by members of the Undergraduate Curriculum Committee. The Report has been read in conjunction with the report of the internal review of the School's undergraduate programmes that preceded the visit by the external reviewers, and the draft report of the President's Committee on University Planning entitled "The Undergraduate Program at Simon Fraser University".

2.0: Response

The following comments are limited to the portions of the Report dealing with undergraduate matters.

- 2.1:** The Committee is heartened by the support expressed by the external reviewers for the School's undergraduate programmes, and thanks the reviewers for their time, effort, and praise.

The Report will be helpful in making the kinds of programme changes already identified by faculty in the internal review report as important and desirable. It is noted that in many instances the external reviewers endorsed the recommendations of the internal report.

- 2.2:** The Committee is concerned that many of the initiatives mentioned in the internal review report and especially in the draft three year plan for revising undergraduate programmes appear to have been overlooked, despite their importance as ways of addressing the problem of balancing supply and demand in a fiscally difficult period while simultaneously moving forward with the kinds of initiatives recommended in the President's Committee report.

The draft three year plan, for example, sets out various ways in which curriculum revisions will occur to eliminate overlaps, increase course offerings in key areas, and improve the quality of teaching, without requiring further resources. These did not appear to have been considered by the reviewers who, additionally, did not appear to be familiar with the report of the President's Committee.

- 2.3: The reviewers' comments with respect to the various programme development initiatives currently being proposed or implemented reflected a conservative attitude towards undergraduate programming. This was disappointing especially since the reviewers did not appear to understand many of the initiatives, or comprehend how they fitted with the President's Committee recommendations and with larger University wide programming.

One example is the School's involvement with native education initiatives in Kamloops. It is evident from the comments of the reviewers that they did not understand how this involvement was funded or staffed but they still criticized the initiative as something that detracted from "core programming".

A second example is the commentary about the honours programme. Questions are raised about introducing such a programme when resources are stretched even though the development of initiatives such as the honours programme that will prepare students for graduate studies in their chosen field is strongly recommended by the President's Committee.

A third example is the commentary about the proposed legal studies programme, an initiative that has been approved in principle by the Faculty of Arts Curriculum Committee and the Senate and that is in an advanced planning stage. This initiative is consistent with the recommendations set out in the President's Committee Report (especially section 5 - diversifying the programme base) and the Director of Undergraduate Programmes is co-chair of the Legal Studies Programme Development Committee, a campus wide committee struck by the Dean of Arts. Although the Director met with the reviewers they did not raise questions about the legal studies programme did not meet with the Development Committee, and did not contact the Director when their report was being compiled, for further information.

- 2.4: The reviewers' message is overwhelmingly conservative: develop a "vision" (even though they state, somewhat curiously, that the vision does not have to be stable once it is established!); concentrate on "core programming"; and relax, there will be students aplenty.

While this is encouraging, it is inconsistent with the recommendations in the President's Committee report. The latter speaks to the inevitability of change, growing challenges in tough fiscal times, the need for programming initiatives and diversification, and the importance of continued excellence in teaching but with limited resources. The report of the President's Committee underscores the importance of expanding the programme base to meet the demands of additional students and labour market demands. It is not a conservative message.

3.0: Conclusion

The results of the School's internal review and the recommendations of the President's Committee on University Planning are generally consistent and reflect support for progressive developments that will meet the changing fiscal, social and political circumstances of British Columbia.

While the external review report was generally supportive of the School's undergraduate programmes many of the critical comments did not appear to have been built upon a full understanding of the way in which programme developments fit with the recommendations of the President's Committee.

The Undergraduate Curriculum Committee will continue to implement the draft three year plan for undergraduate programme revision to the extent that it is consistent with the report of the President's Committee, while noting the concerns expressed by the external reviewers with respect to resource limitations.

SCHOOL OF CRIMINOLOGY

GRADUATE PROGRAMMES COMMITTEE RESPONSE TO THE REPORT OF THE REVIEW COMMITTEE

November 7, 1995

Here are some comments from the Graduate Programmes Committee on the External Review's comments on the Graduate Programmes.

1. Overall, the review of the graduate programmes was positive.
2. There was some general agreement that we are already doing a number of things suggested by the External Reviewers. Perhaps we did not communicate this information to the reviewers, or perhaps some students and faculty think the procedures are still inadequate.
 - move comprehensives more toward doctoral thesis preparation
 - periodic reports by students on their progress (we do this 2 X a year)
 - use course work to contribute to thesis
 - credits to faculty for courses on demand
3. We need a Faculty Representative on the Library Committee.
4. Overall, we are satisfied with the course requirements. However, we discussed possible changes to the M.A. and Ph.D. programmes to deal with time to completion.
5. The M.A. Programme. It might be useful to announce thesis defence dates the day the students enter the programme. That is, all M.A. defences in a given cohort will take place in week X of month Y, Z semesters after the students enter the programme. This would put the onus on the student and the supervisor to ensure that students engage in a project they can defend within the specified time. The Honours programme is run on this model, and it is found at other universities.
6. The M.A. Programme. We also discussed the no-thesis option, however, there was less enthusiasm for this option.
7. The M.A. Programme. Supervisors, together with students, should discuss deadlines for thesis proposals and the completion of research and individual chapters. A written plan (in the nature of a "contract" might be useful).

8. The M.A. Programme. We asked the graduate students to consider whether they would like to abandon the assignment of initial advisors and perhaps replace it with "peer advisors". If we retain the assignment of initial advisors, we thought the role should be clarified to faculty and perhaps relabelled to reflect that this initial contact is not necessarily the thesis supervisor.
9. The Ph.D. Programme. Perhaps we need to add presumptive guidelines for turn around time on drafts of theses. We presently have presumptive guidelines for comprehensives: "Normally no longer than a month should pass between the completion of a comprehensive exam and a decision being relayed by the Examining Committee to the student and the Director of the Graduate Programmes."
10. The Ph.D. Programme. Given that comprehensives duplicate required courses and that many are beginning to look like directed readings courses we might want to rethink what we are trying to accomplish by comprehensives. Getting rid of comps might reduce the demand on faculty.
11. Both Programmes. We need a forum in which faculty and students can discuss their mutual interests. This would allow for faculty and students to meet and discuss mutual interests. Adding the occasional external speaker would broaden the seminar series as suggested in the External Review document. A post-seminar social might provide added benefits. We would need a physical site for these activities.
- 11a One of the suggestions in the review was that we use the proseminar for such a forum. We could open up the seminar for faculty to visit/listen to and maybe end up with coffee/milk, cookies for an hour social after.
12. Both Programmes. Faculty need to be more proactive in finding research money that could be used to fund graduate student research. Both faculty and students would benefit from these joint efforts.
13. We are not following our earlier "frequent flyer" plan for granting teaching credits for thesis supervision, apparently because of lack of adequate resources.
14. The Report notes that the number of graduate students is increasing. This is not the case. However, a growing proportion are Ph.D.'s which means we have them for more student-years, and we have more work.
15. We discussed the fact that graduate supervision needs to be more equally distributed, but we did not have any concrete proposal for how to do this.

Distributed to Senate
at its meeting of

Dec 2/96

Courses renumbered but not noted

Engineering Science (S.96-73b)

ENSC 203	to	ENSC304
ENSC 301	to	ENSC201
ENSC 310	to	ENSC230
ENSC 321	to	ENSC325
ENSC 385	to	ENSC351
ENSC 365	to	ENSC387
ENSC 381	to	ENSC383
ENSC 435	to	ENSC481
ENSC 423	to	ENSC483
ENSC 438	to	ENSC488
ENSC 439	to	ENSC489
ENSC 474	to	ENSC424

Kinesiology (S.96-73c)

KIN 220 to KIN 311

Criminology (S.96-74c)

CRIM 120 to CRIM 220

English (S.96-74e)

ENGL 228	to	ENGL 380
ENGL 324	to	ENGL 325
ENGL 326	to	ENGL 327
ENGL 328	and 330 to	ENGL 329
ENGL 326 ³³²	and 334 to	ENGL 333
ENGL 344	and 348 to	ENGL 347
ENGL 356	and 358 to	ENGL 357
ENGL 374, 376	and 378 to	ENGL 376, 377 and 378
ENGL 262 ³⁶²	to	ENGL 392 and 394

History (S.96-74j)

HIST 495 to HIST 400

Earth Sciences (S.96-77c)

EASC 408 to EASC 304

Environmental Science (S.96-77d)

ENPL 200 to EVSC 200