

SIMON FRASER UNIVERSITY
Senate Committee on University Priorities
Memorandum

S.03-88

TO: Senate

FROM: John Waterhouse
Chair, SCUP
Vice President, Academic

RE: Department of Sociology & Anthropology External Review
DATE: September 18, 2003

The Senate Committee on University Priorities (SCUP) has reviewed the External Review Report on the Department of Sociology and Anthropology together with the response from the Department and comments from the Dean of Arts.

Motion:

That Senate concurs with the recommendations from the Senate Committee on University Priorities concerning advice to the Department of Sociology and Anthropology on priority items resulting from the external review as outlined in S.03-88

The report of the External Review Committee for the Department of Sociology and Anthropology was submitted on April 7, 2003 following the review site visit February 19 – 21, 2003. The response of the Department was received on May 27, 2003 followed by that of the Dean of the Faculty of Arts on July 14, 2003.

SCUP recommends to Senate that the Department of Sociology and Anthropology and the Dean of Arts be advised to pursue the following as priority items:

Undergraduate Program

SCUP has been advised that the Department has already begun to take action to address the concerns about the undergraduate program by the external reviewers, specifically in the areas of program requirements, academic advising, co-op and course scheduling. The Department is urged to continue with its efforts in this regard and in particular to proceed with a Faculty Retreat in the Fall of 2003 to discuss curricular reform and long-term planning in relation to the undergraduate program.

Graduate Program

With respect to the graduate program, in order to address concerns expressed in relation to student progress and degree completion times as well as structural issues, SCUP urges the Department to continue to focus its efforts towards examining and improving:

- Programmatic Structure - including student/supervisory relationships, clarification of program options and completion times, long term planning for program offerings and increasing inter-discipline offerings.
- Program Administration - including allocation of resources between the undergraduate and graduate programs, establishing a credit system for graduate teaching and supervision and providing improved and additional information and opportunities for graduate student funding.

Administrative Issues

SCUP noted that a number of initiatives are already underway to explore and address administrative concerns raised by the external reviewers including communication with the Dean, research productivity, faculty complement, departmental governance, capital budget, and the Latin American Studies Program. SCUP recommends that the Department continue these efforts as well as work on increasing its campus profile and involvement in university activities.

With respect to the specific recommendation on administration of grants for community-based research, the Department is advised to work with the VP Research to develop workable solutions/practices in this area.

c: M. Kenny, Dept. of Sociology & Anthropology
J. Pierce, Dean of Arts
J. Pulkingham, Chair, Dept. of Sociology & Anthropology

encl.

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

To: John Waterhouse
VP Academic

From: John T. Pierce
Dean of Arts

Subject: External Review:
Sociology and Anthropology

Date: July 10, 2003

External Review of Sociology and Anthropology: Dean's Response

The recent external review of Sociology and Anthropology made the following observation: "Our overall impression is that the department is doing things exceedingly well in areas of research, publishing and dissemination, external grant acquisition, undergraduate teaching and graduate training."

The report goes on to say, however, that "...the department was trying to do too many things and spreading its resources too thinly." There is no question that the department is excelling in many areas but at the same time not sufficiently focusing and prioritizing with respect to the resources and talents available. I will address these issues in the context of both the external review report and the response from the department.

Undergraduate Program:

While there are a number of important recommendations made with respect to the undergraduate program, two are particularly worthy of commentary. The report identifies the need for curriculum reform which among other things would identify core courses and simplify program requirements and prerequisites. The department has struck a committee to undertake these reforms and I am optimistic that this will be completed within a year and implemented to achieve the desired effects.

The other critically important recommendation is in the area of undergraduate advising and academic oversight. It is imperative that faculty play a more active leadership role in course scheduling and assignment of faculty to courses. I am sure the long term planning undertaken by the UPC will address these issues.

Graduate Program:

The review team notes that it has made a number of improvements since 1996 and that an overall measure of the quality of supervision can be inferred from the high proportion of doctoral graduates appointed to tenure track positions. Having said this, it is recommended that a rebalancing between undergraduate and graduate programs be required. Specific recommendations are made and largely accepted by the department to establish a system of credit for graduate teaching and to provide more structure and rigor to student/supervisory relationships in order to improve completion times and reduce dropout rates. It is also proposed that with respect to the MA options greater clarity needs to be established around expectations for each. I would agree.

The review team is of the opinion that more scholarship support is required for graduate students. There are various mechanisms and means to do this including an increase in SSHRC funded research, attracting higher calibre students and working with the Dean of Graduate Studies to enhance standard sources of support. While this is an important goal, the department needs to evaluate better the factors underlying relative slow completion times. While funding levels may be an issue this remains unclear given the faster average completion times in other departments with comparable funding.

Administrative Issues:

In keeping with the Sociology and Anthropology response, I will deal with the remaining comments/recommendations under the rubric of administrative issues.

To improve research productivity it is recommended that faculty make use of the Faculty of Arts Grants Facilitation officer. By the Fall of 2003 the Faculty of Arts will have two Grant Facilitators, and I would strongly urge faculty to avail themselves of these services.

In keeping with earlier recommendations to reform the undergraduate curriculum and involve the Chair of the UPC in course scheduling, future Chairs should receive a course release annually for this administrative work. I support this recommendation.

With respect to the remaining recommendations, the Dean has met with the current and incoming Chair to clarify a variety of issues including the size of the faculty complement, expectations regarding visibility and involvement in inter-disciplinary programming and the future of Latin American Studies (LAS). Regarding faculty complement, the department has received authorization to convert their lecturer position to full time status.

The Dean has also met with the LAS steering committee and is in the process of preparing a short to medium term plan to enhance teaching resources and improve access to LAS courses. It is the Dean's assumption and I believe supported in principle by the majority of members of Sociology and Anthropology that if various resource issues can be resolved in LAS, then the program will continue to have a strong and supportive base to develop its programs within Sociology and Anthropology.

SCUP is in the process of making recommendations with respect to the LAS external review. The outcome of those deliberations will have the potential to significantly impact the structure and ultimately the future of the program.

The Dean has not discussed capital budget issues but these will be addressed by Associate Dean Roger Blackman.

Conclusion:

I believe these existing and proposed changes alluded to above will have a very positive effect upon the quality of programming and research as they will on overall morale. I look forward to working with the department to ensure that the momentum is not lost.

JTP/rt

Cc: M. Kenny, Chair, Sociology and Anthropology
T. Perry, Associate Dean, Arts
L. Summers, Director, Academic Planning

SIMON FRASER UNIVERSITY

OFFICE OF THE CHAIR
DEPARTMENT OF SOCIOLOGY
AND ANTHROPOLOGY
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MEMORANDUM

To: John Pierce, Dean of Arts
✓Laurie Summers, Director, Academic Planning, VP Academic

From: Michael Kenny, Acting Chair
Department of Sociology and Anthropology

Re: External Review Response

Date: May 26, 2003

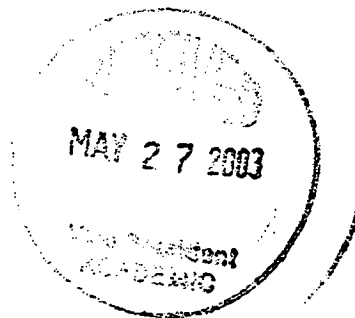
Dear John/Laurie,

Please find attached the Department of Sociology and Anthropology's response to the report of the External Reviewers. This response was arrived at by consultation of the committee chairs of the department and sent to the department as a whole. As you will see, it includes a special appendix concerning CFL faculty status in the department now and in 1987, which we have used as our baseline year for comparative purposes.

Michael

Michael G. Kenny, D.Phil.
Professor and Acting Chair

MGK/jp



**RESPONSE of the DEPT. OF SOCIOLOGY & ANTHROPOLOGY
to the
REPORT of the EXTERNAL REVIEW COMMITTEE
(May 26, 2003)**

Introduction

The Department of Sociology and Anthropology was last reviewed in 1995, and since Senate regulations mandate a review every seven years, a new Review Committee was struck in the fall of 2002. The Department prepared an Internal Review Report in preparation for its visit, and with this document in hand, the 2003 Committee visited Simon Fraser University from February 19th to 21st. It spoke with faculty, staff, and students of the Department as well with the Vice President and Associate Vice Presidents Academic, the V-P Research, the Dean of Graduate Studies, and the Dean of Arts.

We thank the reviewers for the extraordinary care and attention they devoted to this task, for their general observations about the state of the Department, and for their specific recommendations about how our endeavor might be improved.

It is very gratifying that they found much to praise concerning our research productivity, innovative activities, and collegiality. Even though Sociology/Anthropology is a joint department -- not always a cosy arrangement -- it was found that we work together remarkably well, both on a personal and programmatic level and that by and large students find our learning environment stimulating and cordial.

Nevertheless, there is always room for improvement. It was, for example, noted that we seem to be trying to do too much with too little, that there is an imbalance between the undergraduate and graduate programs, and that a number of modifications in the undergraduate program appear called for in the light of overstretched resources and common practice in other universities.

The Committee also observed that relations between ourselves and with the Administration appear to be rather distant, and that -- as the Review Report put it -- we sometimes 'fall below the radar' with regard to the breadth and depth of our activities. The Department was advised (Rec. 21) to develop a strategy whereby it 'celebrates its successes' and increases its visibility in the wider SFU community; by the same token, the Administration was advised that improved communication with S&A is called for from its side (Rec. 20 & 25). Of course communication is a two-way process, and we are taking steps to improve it, the present response being one link in that chain.

Many of the Committee's 28 recommendations call for further work on our part, and therefore our detailed response to its Report must be seen as the opening

phase of a 'work in progress.' In what follows we will not respond to each recommendation in detail, and instead deal with the general thematic areas of concern by outlining the steps that will be taken to address them.

These areas are: (1) Structure of the Undergraduate program, (2) the Graduate program -- its relationship to the undergraduate program, course offerings, clarifying the expectations of graduate students about program options, improving the supervisory relationship, and funding issues, (3) administrative issues -- faculty resources, dept. committee structure, relations with other units, and space concerns.

1) Undergraduate Program (Reviewers Recommendations 1-8)¹

Here the Reviewers identified a number of areas of concern: ensuring regular and more predictable offering of the courses necessary for a degree; re-evaluating our commitment to joint majors and certificate programs; simplifying the prerequisite structure so as to facilitate students' progress; greater faculty involvement in the course planning process; enhancing student advising with faculty input; and closer attention to the Co-Op program. By and large, we agree with their suggestions, and therefore undertake to do the following:

Our Undergraduate Program Committee and Chair of the Department will begin a process of long-term planning to ensure that students are able to complete their degrees in a timely fashion. This will necessarily involve greater "academic oversight" over the course planning process on the part of the UPC and the Chair of the Department.

The UPC, Chair, and Departmental Assistant will examine the present prerequisites for our own courses as well as whether it is possible to cut down on courses that the Department is obliged to offer to service limited-use joint majors and certificates.²

The appointment of a representative of each discipline to serve as supplementary student advisors in their respective fields.³

¹ . With thanks to Ann Travers, Chair of our UPC.

² . some revisions in prerequisites are going forward now as part of our current submission to the FACC).

³ Rec. #7 of the Review Report advises the Department to "consider appointing a faculty member as Undergraduate Coordinator to work closely with the DA in providing academic counseling for undergraduate students." Is it implied that faculty should be trained to advise on technical details of course and program planning? This would necessitate acquiring the detailed knowledge of student records and data-bases, and the fine-points of each program, major, and option that our DA now has, but that faculty do not. However, the Reviewers may in fact be suggesting that we need supplemental advising concerning the intellectual content of our respective disciplines and what program and course options might best serve particular student interests -- knowledge that the DA does not necessarily have. We will discuss the options.

The appointment of a member of the UPC to serve as Co-Op Co-ordinator. In the past the Department has provided little input into locating and/or suggesting possible co-op placements to the Faculty of Arts Co-Op program, which may well be one reason why the number of S&A placements has been declining in recent years.

The Reviewers had a specific recommendation (#2) concerning our undergraduate theory offerings in both Sociology and Anthropology. In light of experience at their own universities, they suggested that each subject should introduce an 'upper-division required course in contemporary theory.'⁴ We concur that our theory requirements should be revisited, and therefore will undertake the following in relation to reconsideration of our undergraduate curriculum as a whole:

The UPC will organize a faculty retreat (per Rec. #1) in the Fall of 2003 aimed at involving all members of the Department in curricular revision. Input will be sought in advance of the retreat as to what the nature, content, and sequence of our theory offerings should be.

The Reviewers singled out our Statistics requirement (STAT203) as a problem (Rec. #3), and we can affirm that it is, both in our own estimation and in that of our students. However, this is not a problem of our own making. We were compelled by the findings of an earlier university committee (PACUP) to farm out the course to STATS so as to avoid what were then seen to be unnecessary duplications in course offerings. So, we find ourselves in the anomalous situation of having a basic course in S&A taught outside the department. We have always thought that the offering of sociologically-relevant statistical techniques should be an in-house concern directly related to our own methods, theoretical concerns, and teaching styles. We are not satisfied with the present arrangement, and therefore:

We will reconsider the present lower-division statistics requirement as a part of our re-examination of the undergraduate requirements as a whole, with the aim of bringing such teaching back in-house in the context of substantive course-work on research methods.

Finally, it was recommended (Rec. #5) that the dept. should "incorporate more problem-based, self-directed, and experiential approaches to education and place greater emphasis on writing skills."

⁴ . The recommendation for a new upper division course in contemporary anthropological theory appears to be based on a misunderstanding of the content of our current required theory course (SA301), which in fact is rooted in contemporary theory. Nevertheless, there may be a need for a new lower-division anthropology course that corresponds to SA250, which focuses on 'classical' rather than 'contemporary' sociological theory.

Emphasis on the development of writing skills is one of the central concerns of the recent report on undergraduate curriculum revision inspired by the Vice-President Academic, but this -- like other suggestions of the reviewers -- involves complex problems of resource allocation, and inevitably implies a heavy allotment of faculty or TA time. Nevertheless, we would point out that many of our courses are already writing-intensive, and that experimentation on how better to do this is currently going on.⁵ But how to bring a truly writing-intensive approach into the general curriculum is a difficult business, and this too must be reserved for consideration at our fall retreat. We also note that the Reviewers recommend shifting faculty resources from the undergraduate to the graduate program, while at the same time advocating still greater allocation of resources at the undergraduate level! This strikes us as a Catch 22, but we will try to deal with it as best we can. Hopefully resources will be forthcoming from the University to help implement the writing-intensive vision of the undergraduate curriculum review committee.

2) The Graduate Program⁶ (Recommendations 9-15)

The department is pleased that the external reviewers recognize: the improvements to the graduate program that the department implemented since the last external review; the success of Ph.D graduates in securing tenure track positions; graduate student representation and influence in departmental affairs; the overall quality of relations between graduate students and their supervisors; and the scholarly depth and breadth of the education and input from supervisory committees.

Now however, the Reviewers observe that our "graduate programs needs to undergo a...thorough and imaginative restructuring and become more adequately resourced." The thrust of their recommendations for improving the graduate program is to implement structural changes that would result in greater clarity about the nature of the program and progress through it, direct more resources into graduate teaching (course offerings, provision of teaching/supervisory credit, enhanced supervisory attention), and provide greater and more assured funding for graduate students.

As already mentioned, the Reviewers advocate a shift of departmental resources from the undergraduate program into the graduate program. At the same time, the reviewers indicate their overall concern about the lack of resources for graduate programs that characterizes SFU as a whole. It is recognized that this

⁵ . SA201 (Anthropology & Contemporary Life) recently developed for Distance Education by Dr. John Bogardus is precisely the sort of thing that is called for here. It sets problems on a regular basis that require written response and offers constant feedback to DE students by e-mail.

⁶ . With thanks to Jane Pulkingham, Chair of the Graduate Program Committee and Chair-Elect of the Department.

problem is not unique to S/A; the department must plan for changes in the graduate program in the context of these wider structural constraints. Coordinating an extensive restructuring of the undergraduate and graduate programs simultaneously will be challenging and will take a few years to bring about.

The department's Graduate Program Committee will work toward defining and implementing programmatic change. The Reviewers recommend (Rec. #9) a system of teaching credit for graduate teaching and supervision in order to focus faculty attention on the graduate program, and duly reward the care and time involved. Toward this end the Department will:

Review current systems of credit for graduate teaching and supervision in other departments and programs in the university and will implement a system of credit that is feasible and practicable for the department.

The Reviewers (Rec. #11) point to considerable graduate student uncertainty concerning the "expectations for each program choice", and identify problems with what is sometimes experienced as an overly remote supervisory relationship with faculty. Students may end up feeling rudderless and uncertain as to their degree of progress through the program. Given this, we therefore propose to:

Rethink the annual progress review process, expectations and requirements in order to provide more support and direction for students, and explicit, reasonable and accountable "milestones" for a review of progress. For the MA, this would be based on an expected completion time frame of 6 semesters. For the PhD this would be based on an expected completion time frame of 12 semesters. Options to consider include semesterly rather than annual progress reports initiated by the supervisor and completed with student and committee input.

Revise the departmental graduate handbook to indicate an expected completion time for the MA program (thesis, project or extended essays) of 6 semesters (rather than the unrealistic 3-4 as at present).

Re-define and elaborate the guidelines for the PhD qualifying examinations regarding process, timelines and expectations.

Consider the possibility of requiring a more hands-on approach on the part of the GPC chair vis a vis supervisory committee functioning and accountability, including the number of students supervisors should take on in a senior and committee capacity within the department and in other programs.

Rethink the distinction and course requirements for the two main MA options (thesis versus project/extended essays) and the timelines and milestones for successfully progressing through each option.

As with the undergraduate program, the Reviewers recommend a more cross-disciplinary approach to our graduate offerings, with serious consideration given to mounting joint courses with cognate departments.⁷ Therefore we propose to:

Consider interdisciplinary arrangements that would serve to increase the number of scheduled (i.e. not directed readings) courses available to students and increasing the opportunity for obtaining S/A credit for courses taken elsewhere.

Graduate Funding:

Beyond putting MA students forward for entrance scholarships and allocating GFs, the department has little control over scholarship opportunities available to our MA graduate students. The department has no program specific endowment or scholarship fund, thus the only scholarships the department can allocate are GFs. The number of GFs is determined by the number of full-time students registered in the autumn semester of any given year (part-time and on-leave students do not count toward the allocation of these awards to the department). This number does not correspond to the number of students the department typically admits in any given year (we admit more students than there are GFs).

Not surprisingly we advocate a higher level of graduate student funding across the University as a whole, but would also ask that careful consideration be given to the question of eligibility criteria for it. We do not wish to see a mechanical system put in place that depends solely on grade-point average for the allocation of funding. Therefore, the Department has made it known to the DGS (in its review of graduate funding for SFU students) that:

We do not want to see an expansion of university funded scholarship awards that provide an opportunity for uninterrupted study and research based only on "academic excellence" or merit, interpreted narrowly in terms of grade point average. The department would like to see a broader interpretation of merit, as is the case for the department's own allocation of GFs. Beyond the GPA threshold (for GFs, for example), a wide range of factors "merit" such awards in our department.

Since many students are supported by TA & TMs, we consider better hourly remuneration for these positions to be essential. Students must be adequately remunerated for the work they do and in order for them to be able to complete their studies. In attempting to rationalize the TA workload at the department level such that TA positions do not negatively affect completion times, we are aware of the potential negative impacts this will have on student's financial resources. It is

⁷ . The most obvious are Women's Studies, Communications, Political Science, and Criminology. plus the new interdisciplinary program in Development Studies, and the programs under development in the Institute for Health Research Education.

in all of our interests to enable students to complete in a more timely fashion: better financial support for TA/TM positions is an important part of addressing this issue.

On its part the Department undertakes to:

Inform incoming students (and revise the Graduate Handbook accordingly) that the department, funds permitting, will make every effort to financially support students by way of TA/TM positions and GFs, for a period of no more than 6 semesters (MA students) and 9 semesters (PhD students). ABD Ph.D students have been and will continue to be encouraged to apply for Sessional Instructor positions within the department, both for the sake of funding and for professional development. Where students are successful in obtaining other academic sources of funding (e.g., scholarships and Research Assistantships) these will count as semesters of support when it comes to determining eligibility and priority for TA/TM positions and GFs (in the case of scholarships). Departmental financial support will be contingent on satisfactory progress in the program.

Implement a system for ongoing planning and tracking the distribution of academic financial resources to graduate students; this will facilitate the development of a funding plan for our graduate program and enable students to know, as far in advance as possible, of any funding offer the department is able to provide them. However, it must be recognized that given the current funding resources for graduate students the department can allocate (TA/TM budget and GFs) we find our hands tied vis a vis the numbers of students who can be guaranteed funding, the amount of this funding, and the time frame over which the funding offer is possible.

Consider ways to increase the pool of students who are suitably qualified, available and interested in undertaking RA positions with the externally funded research faculty obtain; this might include considering the efficacy of cohort based recruitment into the graduate program; rationalizing the TA workload may also help, in addition to developing a funding plan suggested by the Reviewers in their Rec. #14.

These areas of concern notwithstanding, we emphasize that relations between faculty and graduate students continue to be very good, certainly a considerable improvement over the situation at the time of the last External Review in which there was considerable acrimony generated by funding issues. Of course the funding issues remain, but the Department very conscious of them and very attentive to addressing them as best we can under the circumstances.

3) Administrative Issues

This is a heterogeneous category, which -- with the exception of the question of our faculty allotment (Rec. 25) -- will be dealt with in summary fashion.

Recommendation #16: The Reviewers find that faculty research productivity and originality is of a quite high order, but do advise that faculty make greater use of grant facilitation services available in the Dean of Arts Office. We agree:

The Faculty of Arts Research Grants Facilitator will therefore be invited to speak to the Department in the fall, and on a regular basis thereafter.⁸

Recommendation #17 of the Report focuses on problems that our faculty have had with the administration of grant funds devoted to community-based research. As they point out, this has been a real bureaucratic headache which impedes research in non-conventional settings. We therefore reiterate the central point that:

The administration should work to adapt their research and accounting support to accommodate community-based research.

Recommendation #18 identifies uncertainty in "expectations about the requirements for tenure and promotion." There is obviously no cookie-cutter solution to this, no one general formula that can be easily applied, but rather consideration of a balance among factors. Perhaps the issue is inherently vague -- as are the University criteria themselves as outlined by Senate regulations. This is a problem that must be brought forward and clarified in general discussion among us.

Recommendation #19: The Reviewers seem to think that we have too many committees. In fact a number of these meet only infrequently and take up little time, which leaves us with only two committees -- the Undergraduate Program Committee and the Graduate Program Committee -- that count as high demand. This is already recognized for the GPC, in that its Chair is granted a course release for his/her services. We propose to extend this privilege to the Chair of the UPC, since, if implemented, the changes to the undergraduate program recommended by the Reviewers will increase the demands on both the Chair and the other members of the UPC.

It is therefore recommended that the Chair of the UPC be granted regular course release if the above mentioned changes in the undergraduate program create greater demands on this office than currently exist.⁹

⁸ . This service would also be useful in helping to ensure that higher levels of graduate student funding via external grants (re Rec. #15).

The Reviewers also find that we have too many Department meetings. The Department will be asked to judge, and it would be no surprise if we end up having fewer.

Recommendation #20 identifies a problem of faulty communication with the Dean of Arts concerning mutual expectations and understandings about the status of the Department in the Faculty, particularly with regard to the role it is apparently expected to play in fostering 'interdisciplinarity.' As said in the opening paragraphs of this response, this is a two-way problem and steps are being taken now to address it and to clarify a number of outstanding issues by direct conversation.

It should also be mentioned in this context that department has long had been interdisciplinary in effect; it is itself a joint department, and as the reviewers pointed out, a successful one; it cross-lists with other departments, and in effect is the home department for the interdisciplinary Certificate in Family Studies; with several faculty having joint appointments with other departments; we have been directly involved with the deliberations that led up to the creation of the IHRE, and are closely following the development of health-related programming; the emerging programs in development studies and social policy are also a matter of interest.

Recommendation #21 advocates that the Department "celebrates its successes" and develop a strategy to enhance its profile in the University at large. Greater service on University-level committees are one way to do this, and this is being made known to our faculty. The Department web-site is currently under revision, and this is another. Clearly the matter will require further thought.

Recommendation #22 suggests a more innovative use of space, while recognizing that this is a University problem. Indeed it is, and we are up against the limits of our own space. We do not see what can be done about this on our own initiative.

Recommendation #23 advocates that the Department be provided with \$18,000 for capital equipment purchase per our Internal Review document. We agree.

Recommendation #24 suggests a reorganization of staff office space and a reorganization of staff duties for the sake of efficiency. What the latter part of the recommendation means, we do not know. The DA handles advising, course scheduling, financial accounting, etc; the Graduate Secretary performs a variety of functions for both the S&A and the LAS graduate program; the Chair's Secretary serves both programs in handling appointments correspondence, TPC

⁹ . This has not been the practice in the past since the UPC has not been as demanding as the GPC save for a flurry of activity around the time for submission of curriculum revisions to the FACC.

matters, and so on. The General Office Secretary handles everything else, book orders, phone calls, and - very importantly - direct contact with students on a day-to-day basis. The Reviewers seem to think that staff office space can somehow be combined in a more efficient manner. We disagree, since the Graduate Secretary, Chair's Secretary, and DA all have to deal with separate and confidential matters in the course of their regular duties.

Recommendation #25 advises that the Department and the Dean of Arts come to a clear understanding about our allocation of replacement positions. There is one replacement position in Sociology that is still outstanding due to budgetary constraints. The Dean's office appears to recognize that we are in fact down one position, and naturally we advocate, as do the Reviewers, that a search be authorized to refill it at the earliest possible moment. **However, we also believe that this problem must be seen in wider perspective. To that end we have compiled a history of faculty staffing since 1987 so that both ourselves and the Dean's office may more clearly perceive what our present situation actually is** (a summary table of retirements, resignations, and hirings is provided as an Appendix to the present document, accompanied by a brief commentary).

Recommendation #26 advises filling the replacement position mentioned in #25.

Recommendation #27 advises that the current half-time lecturership held by Dr. John Bogardus be up-graded to full time. This has already been authorized by the Dean of Arts Office, and steps have been taken to do it.

Recommendation #28 pertains to the future status of the LAS Program, which was externally reviewed at the same time we were. The result of that review was straightforward: the LAS program is of great value to the University if properly supported rather than allowed to limp along with its present inadequate level of faculty staffing. We fully concur with this point of view, and have been since this relationship was first mooted by the Dean; in order to advance this relationship, Latin-American expertise was emphasized in one of our retirement replacement positions.¹⁰ Now, however, the status of LAS seems to be in limbo. The bottom-line of the LAS Review was: support LAS adequately or close it down. Our own Reviewers therefore advise (and we agree) that:

"The Dean of Arts should reach a decision about LAS so that the department can consider LAS in its planning decisions."

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¹⁰ . See M. Kenny's Response to the LAS External Review. Unfortunately the holder of this position resigned after only a short time with us, and the position (mentioned in recommendation 26) is currently unfilled .

In sum our 2003 External Review has -- as it should -- given us (and the Administration) much to think about. We regard this particular Review as exceptionally productive and useful, and a recommendation for the process as a whole. The Reviewer's Report concluded with possibilities for 'Future Directions'. These "directions" can be expected to emerge out of our consideration of the specific recommendations above: greater focus on strategic allocation of resources, reconsidering the balance between the undergraduate and graduate programs, emphasis on new pedagogical initiatives, program revisions, investigating the possibility of greater interdisciplinary collaboration with regard to teaching (the Reviewers singled out the IHRE in this regard, which bids fair to become the core of a new Faculty of Health Studies with its own graduate programs).

We also emphasize that we have already been working toward some of these ends -- for example, through the collaborative, interdisciplinary, and community-based 'Health and Home' research project. And this is not the only such effort, since a number of faculty are involved in extensive multi-university projects. Further endeavors along these lines would be very desirable.¹¹ We look forward to a most productive period between now and three years hence, when University regulations require an evaluation of the progress made since the Review.

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On behalf of the Dept. of Sociology & Anthropology:

Michael G. Kenny, D.Phil
Professor & Acting Chair
May 27, 2003

¹¹ . 'Health & Home' made considerable use of graduate students as RAs, a great plus with respect to both funding and professional development.

APPENDIX (re recommendation #25 of the External Review):

A Longitudinal Comparison (1987-2003) of CFL faculty in the
Department of Sociology & Anthropology

**Table 1. Undergraduate and Graduate FTE, Budgeted CFL FTE,
Department of Sociology and Anthropology and Faculty of
Arts.†**

	S&A	Faculty of Arts
1987/8 – 2002/3 comparison		
UG and GR FTE Change	1.31	1.46
CFL FTE change	1.16	1.36
UG/GR FTE to CFL FTE change	0.86	0.89
UG/GR to CFL FTE Ratio		
1987/8	22.2	22.4
2002/3	25.7	25.3

†This table excludes 1 CFL FTE position (the Escudero Lectureship) for a total of 18.5 S&A CFL FTE S&A in 2002/3.

Table 2A. S&A FACULTY: 1987

1987

Sociology	Anthropology
Adam	Dyck
Dickie-Clark	Gartrell
Dixon	Gates
Gee	Kenny
McLaren	Stearns
Peter	Whitaker
Sharma	
Teeple	
Whitworth	
Wyllie	

= 10 full time sociologists

= 6 full time anthropologists

= 16 Total CFL Faculty
(all full time)

Table 2B. S&A FACULTY: 2003

Sociology	Anthropology
Atasoy	Culhane
Froschauer	Dossa
Gee (to be searched)	Dyck
McLaren	Gates
Pulkingham	Howard
Teeple	Kenny
Travers	Pigg
Whitworth	
Lacombe (1/2 with Crim)	Ignace (1/2 with NS; Kamloops)
Mitchell (1/2 with Gero)	Nicholas (1/2 with Arch; Kamloops)
Otero (1/2 with LAS)	
Bogardus (Lecturer)	Bogardus (Lecturer)
Landholt (unfilled)	

= 8 full time sociologists
(when Gee position is filled)

= 3 half time (= 1.5 full positions)

= 9.5 Total

= 7 full time anthropologists

= 2 half time (= 1 full position)

= 8 Total

The Bogardus Lecturership serves both sides of the department, and will be counted as one additional member to the departmental total.¹ The Escudero Lecturership is technically counted to the Department for administrative purposes, but since it only serves Spanish & LAS, it will be ignored. The Szafnicki laboratory instructor position is a half-time position in the department. It is technically treated as a position with teaching responsibilities and is thus included in administrative CFL FTE figures, but he does no teaching in this department and his role is limited to lab management.

Department total = 18.5 full-time equivalent positions

¹ . Currently this Lecturership is half-time but, since it has been authorized for upgrading to full-time, we are treating it as one full position for the purposes of the table.

Comparison

1987 was selected as the comparison year because the department had been relatively stable for some time, but then began to change rapidly due to retirements, illness, and a buy-out.

What then are the salient differences between the two periods?

a) Based on Table 1 figures (derived from Table 4 figures) over this period, the department experienced a grater relative decline in the ratio of UG/GR FTE to CFL FTE than the faculty of arts as a whole (0.86 compared to 0.89 respectively) and our ratio of UG/GR FTE to CFL FTE is higher than that for the faculty as a whole (25.7 compared to 25.3 respectively).

b) the total CFL faculty complement has increased from 16 to 18.5 (Tables 2A and 2B). These figures exclude the Escudero and Szafnicki positions.

However:

c) 1.5 of the Sociology total complement is made up of half-time positions, which in the nature of the case do not carry the same clout with respect to teaching and departmental service as full-time positions. In 1987 Sociology had a complement of 10 full-time sociologists; but it has only 8 now (with additional support from the Bogardus Lecturership).

d) A Sociology position (the Landholt replacement) has been on hold since the resignation of Patricia Landholt in 2001, and funding for it is still pending.

e) One of the Anthropology total is comprised of two half-time positions attached to the SCES program in Kamloops. In practical terms this position has little impact in Burnaby, save a degree of graduate supervision and a small increment to anthropology's FTEs. Anthropology has therefore gained one full-time position on Burnaby Mountain since 1987, and added the Kamloops position through a special funding arrangement.²

f) The above figures point to the department's inability to maintain a proportionate CFL FTE replacement rate given the rate of growth in UG and GR FTE in the department, compared to the faculty of arts. In addition, the department is concerned about the administration's apparent disproportionate resort to half-time positions as a de facto recruitment strategy for S&A which is an established program in the faculty. Half-time positions may afford the faculty flexibility and interdisciplinary objectives, and may be desirable in this regard. However, these positions come at a

² . The additional position in Burnaby came about through a special arrangement involving the transfer of an anthropologist from another program at SFU.

cost to the department in terms of administration and teaching. This needs to be recognized and compensated in planning the departments hiring needs in the future.

-----§-----

TABLE 3

SA Department				
Retirement/Resignation/Hiring				
Year	Retired/Resigned		Hired	
1984	Peter Lomas (Assist)	A		
1987	H. Dickie-Clark (Prof)	S		
1989	(1) B Gartrell (Assist) (Med Leave)	A	(1) M Howard (50%)	A
1990			Jane Pulkingham (new position)	S
1991	Karl Peter (Prof) (retired)	S	* Stacy Pigg (replace B. Gartrell)	A
1991			Parin Dossa	A
1992	Keith Dixon (Prof) (resign/buyout)	S	(2) M Howard (100%)	
			Ian Angus (100%)	S
1993	Ian Whitaker (Prof)	A	** Marianne Ignace (50%) FNS CFL Pos 11904	A
1993	Mary Lee Stearns (Assoc)	A	*** Karl Froschauer (Replacement Pos 11901)	S
1994			Dara Culhane	A
1994			Dany Lacombe (50%) Crim	S
1995/96?	(2) B Gartrell (off payroll)			
1996			Gerardo Otero (50%) LAS (transfer from SLAS)	S
1997	(1) Ian Angus (50%) Human (Prof)	S		
1998		****	G Nicholas (50%) Archae	A
1999	Hari Sharma (Assoc to Emer)	S	Patricia Landolt (Replace Pos #11910)	S
			Barb Mitchell (50%) Gero (spousal consid) no search	S
1999	Bob Wylie (Prof)	S		
2000			Ann Travers	S
2001	(2) Ian Angus (100%)			
2001	Heribert Adam (Prof)	S	John Bogardus (50%)	SA
2001	Patricia Landolt (resign)	S		
2002			Yildiz Atasoy	S
2003			John Bogardus (100%)	
* When S. Pigg hired, advertisement was for 2 Anthro (1 replacement & 1 new)				
** Marianne Ignace - position authorized w/special funding from gov. for the joint SCES/SFU Program				
*** In letter to Dean, Bob Wylie mentions SA still owed 1 soc pos				
**** G. Nicholas limited term starting 1991, continuing lecturer 1995-1998				
15-May-03				

TABLE 4

SIMON FRASER UNIVERSITY
UNDERGRADATE AND GRADUATE FTE, BUDGETED CFL FTE
FOR DEPARTMENT OF SOCIOLOGY/ANTHROPOLOGY,
FACULTY OF ARTS, AND UNIVERSITY
 source: ssc6300, ssc6400, Fact Book

Year	Department of Sociology/Anthropology			Faculty of Arts			University Summary		
	UG FTE	GR FTE	CFL FTE	UG FTE	GR FTE	CFL FTE	UG FTE	GR FTE	CFL FTE
1987/88	338.1	23.5	16.0	5,174.8	389.2	247.9	9,689.3	1,147.2	505.1
1988/89	332.5	20.8	16.0	5,304.1	401.4	250.4	10,030.1	1,170.0	513.6
1989/90	381.9	20.6	16.0	5,975.8	429.2	249.4	11,200.5	1,256.2	535.6
1990/91	396.7	22.7	16.0	6,219.4	480.3	267.0	11,618.5	1,403.3	571.0
1991/92	416.8	26.1	16.0	6,729.7	524.0	293.6	12,317.8	1,593.8	618.8
1992/93	426.5	30.8	16.0	6,542.9	561.8	292.1	12,109.4	1,719.8	637.6
1993/94	424.7	30.1	17.5	6,473.0	565.1	305.1	12,126.1	1,778.8	636.1
1994/95	462.5	38.3	17.5	6,785.4	567.8	311.0	12,921.6	1,844.4	644.2
1995/96	407.3	44.1	18.0	6,744.0	583.8	308.5	13,108.6	1,914.4	650.7
1996/97	420.3	48.8	18.5	6,921.7	585.9	309.9	13,464.5	1,972.3	646.7
1997/98	389.5	46.0	19.5	6,844.3	592.7	308.9	13,668.0	1,977.1	650.4
1998/99	363.2	44.8	19.0	6,791.7	601.7	309.9	13,892.8	1,937.6	657.4
1999/00	363.7	47.2	19.0	6,655.2	603.2	310.9	13,820.2	1,939.1	662.3
2000/01	397.1	38.9	21.5	6,916.1	573.6	320.0	14,261.8	2,010.2	704.1
2001/02	378.3	36.2	21.0	7,108.0	592.0	321.0	14,663.5	2,334.3	709.3
2002/03	437.5	37.1	19.5	7,537.6	602.0	322.0	15,799.5	2,566.2	714.3

Notes:

- a) Budgeted CFL data as of April 1 of each year. eg 2002/03 data as of April 1, 2002.
- b) University Summary budgeted CFL includes authorized positions which have not been allocated to departments/Faculties as of April 1. In 89/90, 17 unallocated positions; in 90/91, 5.5 unallocated positions; in 94/95, 2 unallocated positions; in 95/96, 4 unallocated
- c) The increase in the number of CFL Faculty over the 1999/00 data is due to the implementation of the new Teaching Appointments Policy which facilitated the conversion of Laboratory Instructors with teaching responsibilities to ranks of Senior Lecturers and Lecturers.

REPORT OF THE EXTERNAL REVIEW COMMITTEE

Department of Sociology and Anthropology

Simon Fraser University

Matthew Cooper, McMaster University

James Frideres, University of Calgary

Daiva Stasiulis, Carleton University, Chair

March 2003

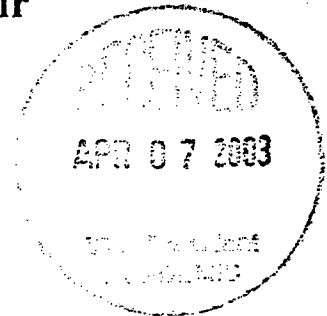


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PREAMBLE

The External Review Committee was composed of Dr. Matthew Cooper (McMaster), Dr. James Frideres (Calgary), and Dr. Daiva Stasiulis (Carleton, Chair of the Committee). The Internal member of the Committee was Dr. Robert Menzies (Criminology, SFU). We warmly thank Dr. Menzies for his many insights into the history and operation of the University. As per the terms of reference for the review, he was not involved in writing the report. The committee spent three days, February 19 to February 21, 2003, visiting the university, holding meetings, and interviewing various groups and individuals.

We would like to thank several people for facilitating our review process: Laurie Summers, the Director of Academic Planning, for her excellent work in organizing our visit; Michael Kenny, Acting Chair of the Department, Jane Pulkingham, and the 'Internal Report' committee for responding promptly to our requests for information, and for producing an informative internal report under difficult circumstances; and the faculty, support staff, and students for their openness and candour.

BACKGROUND

This report is based on analysis of various documents received before and during our visit, as well as our three-day visit to the department. During that time, we had meetings with the following groups and individuals:

Senior Administrators:

John Waterhouse (Vice-President Academic)
Bill Krane (Associate Vice-President Academic)
Bruce Clayman (Vice-President Research)
Jonathan Driver (Dean of Graduate Studies)
John Pierce (Dean of the Faculty of Arts)

Laurie Summers (Director, Academic Planning)

S/A Faculty:

We held meetings with the S/A Undergraduate Studies and Graduate Studies Committees, and members of the 'Health and Home' Research project. We also had a conference call with George Nicholas at the SFU/SCES project in Kamloops. Faculty members we met with were:

Michael Kenny

Jane Pulkingham

Ann Travers

Stacy Pigg

John Whitworth

Dara Culhane

Parin Dossa

John Bogardus

Gary Teeple

Noel Dyck

Michael Howard

At a reception organized by the department, we also had the opportunity to meet with other faculty members including Karl Froschauer, Barbara Mitchell and Yildiz Atasoy. Two Library representatives met with us to provide us with an overview of Sociology and Anthropology holdings. We also held a meeting with approximately twelve graduate and undergraduate students. We were grateful to students for meeting with us during their study break.

The documents received by the external review team for the purposes of conducting the review are:

- Internal Report of the Department of Sociology and Anthropology including department statistical tables
- CVs of Sociology and Anthropology faculty

- Terms of Reference for the External Review
- Senate Guidelines for External Reviews and Terms of Reference
- Three Year Plan of the Vice-President Academic
- Faculty of Arts Three Year Plan
- 2000 Survey of 1998 Baccalaureate Graduates Reports for Sociology and Anthropology
- 2001 Survey of 1996 Baccalaureate Graduates Reports for Sociology and Anthropology
- Data on SFU Research Grants and Contracts to Academic Departments
- Data on Research Funding for the Department of Sociology and Anthropology
- 2002/03 University Calendar
- Graduate Studies Fact Book
- President's Agenda and Administrative Structure Chart
- Previous External Review Report (April 1996)
- Graduate Caucus Report for the External Review
- Sociology and Anthropology Student Union Undergraduate Report
- Review Committee Schedule (see Appendix 1 for schedule of the Review Committee)

SYNOPSIS OF REVIEW TEAM'S EVALUATION

The Sociology and Anthropology Department at SFU is characterized by several notable strengths. It is the site for the production of nationally- and internationally-recognized critical and interdisciplinary research in several important substantive areas in the social sciences. The two disciplines are exceptionally well integrated; the cross-fertilization and absence of apparent tension between the two disciplines is unique among departments offering combined sociology and anthropology programmes. There is a very strong commitment among faculty to offer premium undergraduate programmes that is supported by practices such as the assignment of senior faculty to large introductory

courses. All constituencies – faculty, support staff, undergraduate and graduate students – convey the strong impression that S/A is a congenial, supportive, and intellectually stimulating environment within which to work. The recent new hires have brought renewed energy into a productive department and charted novel directions for research and teaching strength.

A few months prior to the External Review, in November 2002, the department suffered a major blow with the sudden death of its beloved and highly esteemed Chair, Ellen Gee. There has been a very impressive response since Professor Gee's death evidenced by how the department has pulled together and moved forward. This response speaks strongly to the potential of the department to move on and to prosper in the long term. The future leadership also is highly competent and this augurs well for the department's ability to weather the transition, chart new directions, and undertake reforms to strengthen the teaching and research capacities of the department.

Along with a high degree of collegiality, democracy and good-will in the department, however, there prevails a sense that its contributions and achievements have not always been sufficiently valued, understood or supported by the SFU Administration. There is less than perfect accord between the understanding of the department's future within the department and the senior administration's plans for the department built around diverse interdisciplinary programmes. This absence of alignment has introduced further challenges and considerable uncertainty surrounding the department's capacity to mount its programmes. The Faculty Dean has, with great clarity, revealed his plan as to how the department could facilitate interdisciplinary teaching and research in several different ways. Unfortunately, this vision has not been articulated clearly to the department who are unaware of his vision of the future and the role they might play. Better communication needs to be restored between the department and the Faculty Dean in order for important issues to be resolved such as future hiring, structural interdisciplinarity, and budgetary, faculty recruitment and other forms of resource allocation.

Our overall impression is that the department is doing many things exceedingly well in areas of research, publishing and dissemination, external grant acquisition, undergraduate teaching and graduate training. There is a great deal of exciting, innovative and policy relevant work being carried out in the department, reflecting diverse methodologies and theoretical perspectives. However, the Committee also felt that the department was trying to do too many things and spreading its resources in some areas thinly. In particular, we felt that the department needs to reassess the balance between its undergraduate and graduate programmes, allocate more resources and focus to its graduate programmes, and improve the completion rates for MA students. This would entail several reforms, including giving graduate teaching credit to faculty, introducing new courses, sharing resources with other units to develop interdisciplinary courses, introducing more effective monitoring of student progress, and possibly recruiting thematic or interest-based cohorts. With respect to its undergraduate programmes, the department is in the midst of an internal review through an undergraduate curriculum task force, and the department is thus working diligently to streamline and enhance its undergraduate programmes. Its biggest task will be to implement the recommendations that emerge from the task force. In this report, we have identified several areas where we feel that the undergraduate programmes might benefit from reforms. Finally, with respect to governance issues, we suggest some areas where faculty need to become more involved (e.g., undergraduate supervision) and others where we feel departmental administration needs to become less burdensome. In total, we offer 28 recommendations in this report.

UNDERGRADUATE TEACHING AND CURRICULUM

The department offers three undergraduate degree options: a major in Sociology or Anthropology, and a joint major combining the two. In 2000/01, about 63% of students were in Sociology, 26% in Anthropology and 10% in Anthropology/Sociology. In addition, the department serves an important service function in that between 69% and 73% of its course registrants, over the period 1997/98 to 2000/01, were students from

other programmes. From 1994/95 to 2000/01, S/A experienced an overall decline in students with majors or minors in S/A, with the number of registrants contracting by 31%. However, in 2000/01, there was a slight increase of 6 percent. The explanation we received for the drop in enrolment was two-fold: first, the shift at SFU in undergraduate enrolments from Arts toward Science, Education and Applied Sciences, and second, the shift in the university's policy away from college transfers and towards high school graduates. The department's survey of undergraduate students, conducted in spring 2002, suggests that a very high percentage (about 81%) of S/A students are college transfer students. Thus, while the shift in recruiting patterns produced a decline for the Faculty of Arts as a whole, its effects were particularly felt in Sociology and Anthropology. The increase in 2000/01 in undergraduate enrolments in S/A programmes, in absolute numbers and relative to total university enrolments, is encouraging.

The quality of undergraduate instruction is high and strongly valued in the department. Three faculty members have received awards honouring excellence in teaching. We were particularly impressed by the department's commitment to have introductory and core courses taught by full-time faculty members considered 'excellent teachers,' including very senior members of the department. Several faculty members conveyed an enthusiasm for teaching at the undergraduate level that had not diminished after two to three decades of teaching. A recent SFU survey of undergraduate student opinion found that students taking S/A courses were likely to express somewhat greater satisfaction with the quality of their education than other students at SFU. The undergraduate students with whom we spoke praised the diverse and rich theoretical and methodological approaches to sociology and anthropology taught in the department. They felt that the undergraduate programmes offered important tools for critical understanding of cultural and social forces in contemporary societies and in the global arena.

Small classes are highly valued by the department. Although the four-hour per week format for courses is above the norm in other SFU departments and programmes,

faculty are convinced of the benefits and unique opportunities for contact of students with faculty afforded by the 2-hour lecture, 2-hour discussion group format.

Despite their many strengths and general high quality, the structure, curriculum and delivery of the undergraduate programmes require some revision in light of limited and stretched faculty resources and difficulties conveyed by students and faculty. The programmes are structured in such a way as to offer a great many options in terms of majors, minors, joint majors and minors, as well as certificates. We recognize the value of the richness and diversity of the department's curriculum, and of the integration of sociology and anthropology in the curriculum. It was our estimation, however, that in view of the resource constraints, the complicated character of the undergraduate programmes and the fact that several of these options yielded low enrolments, the department needs to make some tough decisions about priorities and the direction of their undergraduate programmes. Some of this re-visioning is already in train with the establishment of a departmental undergraduate curriculum task force.

One of the problems identified by students, and exacerbated by the trimester system, is course availability. The department needs to engage in long-range planning in order to ensure that courses are regularly offered (e.g., every fall, winter, and alternative summer semesters) so that students can complete their degrees in a timely fashion. Students expressed frustration with their inability to get into courses because prerequisites were not always available. Unavailability of prerequisites requires students to wait in order to take desired courses, which in the case of fourth-year students can delay graduation for two or three semesters. The department was aware of this obstruction in the programme and had already made efforts to simplify the prerequisites; we applaud these efforts and suggest that this process of prerequisite simplification go even further. Other aspects of the programme requiring reassessment pertain to the theory and methodology courses and are addressed below. Finally, part of the difficulty in planning, revision, and delivery of the programmes might be overcome if there were more faculty oversight in the undergraduate programmes and more involvement of faculty in academic counselling of students.

Recommendation 1:

We encourage the department to meet as a unit (for example, hold a retreat) to decide the courses required for the production of a well-trained undergraduate student in Sociology and/or Anthropology. This would result in a clear identification of core courses (both substantive and tools) that all majors would need to take. Once this has been identified, the offering of such courses could be planned over a three-year cycle. The remaining "optional" courses could then be offered as resources allow.

We further encourage the department to proceed with undergraduate curricular reform and long-term planning (through their undergraduate curriculum task force), and to bring it to a speedy conclusion. Aspects of curricular reform involve:

- consideration of whether to maintain all joint programmes and certificates
- further simplifying programme requirements and prerequisites.

Theory courses:

Currently, there are two required theory courses for Sociology Majors and Honours students taught at the undergraduate level in Sociology (S/A250 and S/A351). Other theory courses are offered, but are not required. While the lower-level required theory course (250) for Sociology Majors offers classical theories and a smattering of contemporary theories, the upper-level required course (S/A 350) focuses solely on classical theories. Both undergraduate and graduate students conveyed to us that their instruction in contemporary theories tended to cover far too many theorists in too short a time. This suggests a need for the required theory course offerings to be rethought. One suggestion is that Sociology Majors and Honours students be required to take one lower-level Sociology course in classical theory and a second upper-level course in contemporary theoretical sociology. Our suggestion derives from the model that currently exists in the sociology departments of the three reviewers from Carleton, Calgary and McMaster. Currently, Anthropology Majors and Honours students are not

required to take a course in contemporary theory. Consideration should thus be given to introducing a required 4th year upper division anthropology contemporary theory course.

Recommendation 2:

We recommend that both Sociology and Anthropology introduce an upper-division required course in contemporary theory.

Statistics course:

The Statistics requirement is covered outside the department (STAT 203-3 – *Introduction to Statistics for Social Science*). A culture of fear has developed surrounding this course. We were informed that students delay taking it until late in their programme (“at the last moment”). The sentiment prevails in the department that this course may not be the most appropriate statistics course for sociology students. Sociology Majors are required to take either S/A 355-6, ‘Quantitative Methods’ or POL 315-4 for which 203-3 is a prerequisite. Thus, it is unclear how students can take 203-3 late in their programme. All of this suggests the need for the department to reconsider how the statistics requirement in Sociology is to be met.

Recommendation 3:

We recommend that the department reassess how it delivers the statistics requirement.

The undergraduate curriculum is distinguished by its strong interdisciplinarity in integrating Sociology and Anthropology. Many courses are listed as S/A courses and can be used for either the Sociology or Anthropology major. As the department has several joint majors – with Women’s Studies, Linguistics, Criminology, Archaeology, Communications, Latin American Studies and Contemporary Arts, and strong linkages with other departments (e.g., Political Science), the department should be encouraged to strengthen interdisciplinarity in its undergraduate curriculum with these and other disciplines.

Recommendation 4:

The department should investigate cross-listing courses with other departments and encourage its students to take courses in other departments. The joint majors currently in place could provide the opportunity to develop truly interdisciplinary courses with other departments.

The small classes in the department and the large number of contact hours per week between instructors/teaching assistants and students provide opportunities for students to engage in more 'hands-on', interactive pedagogy. The undergraduate students would like to have more writing and skills development introduced into the curriculum, an idea that we endorse.

Recommendation 5:

The undergraduate curriculum should incorporate more problem-based, self-directed, and experiential approaches to education and place greater emphasis on developing writing skills.

Cooperative Education:

The department's self-study points out that "while the Department of Sociology and Anthropology was the first department in the Faculty of Arts to launch a Co-op Education Programme, our students are not particularly involved in it." There has been a steady downward trend in S/A enrolments from 18 students in 1998 to only 9 in 2000/01. The Internal Report and the undergraduate students with whom we spoke suggested that the weak involvement of S/A in the Co-op programme might be the product of the types of placements available in recent times which seem more suitable to other disciplines such as applied sciences, IT and business.

Recommendation 6:

The department should create a Co-op departmental coordinator position. The departmental coordinator should be encouraged to meet with the Arts Co-op Coordinator to discuss the opportunities that exist for S/A students. The Arts Co-op Coordinator should be brought into the department along with students who have had experience in the Co-op programme.

Undergraduate advising and academic oversight:

The norm in sociology/anthropology departments in other universities, and in other units at SFU, is to have a faculty member serve as Undergraduate Coordinator, whose role it is to share responsibility for advising students with a support staff member. In this department, the departmental administrator (DA), Karen Payne, appears to have sole responsibility for advising undergraduate students. Some undergraduate students expressed the sentiment that they felt adrift in their program, with no faculty member available to provide them with academic advice.

The DA in this department is responsible for scheduling and staffing of courses. In cases of conflict, the DA alerts the Chair. In our experience, the scant amount of academic oversight in decisions regarding the scheduling of courses and matching of faculty to courses is unusual. In our departments, the usual procedure for staffing courses involves the departmental Chair requesting course choices from the faculty and then negotiating course offerings with individual faculty members in view of the faculty's preferences and departmental needs. The DA's role is normally that of scheduling the courses in consultation with faculty. The relative absence of academic oversight in the annual planning of courses in this department might account for some of the problems students are experiencing with respect to course availability.

Recommendation 7:

We recommend that the department consider appointing a faculty member to serve as Undergraduate Coordinator to work closely with the DA in providing academic counselling for undergraduate students.

Recommendation 8:

The department may wish to consider assigning faculty (possibly the Chair) to work with the DA in the scheduling and staffing of courses, with the view that academic oversight would add greater coherence to the programme.

GRADUATE TEACHING, CURRICULUM AND FINANCIAL SUPPORT

The S/A graduate programmes have several notable strengths and there is also indication of improvement in several areas since the last external review in 1996. One indicator of the high quality of the graduate students and graduate teaching in the department is the job success of Ph.D. students. Nine of eleven Ph.D. graduates have tenure-track faculty positions in universities. In comparison to the situation that prevailed during the last external review in 1996, graduate students feel that the department has made significant strides in creating a more welcoming community atmosphere. Whereas in 1996 students were not represented on important departmental committees such as the Appointments Committee, graduate students are now represented on all committees and feel that they exercise real voice and influence. Students also felt that efforts had been made to provide greater structure to graduate supervision and to correct some of the problems governing the relationship between the department and its graduate students. However, graduate students are still inadequately supported as far as graduate curriculum, supervision, monitoring and funding are concerned. Many of the concerns of graduate students are expressed in the *Graduate Caucus Report for the External Review of the Sociology and Anthropology Department*.

While we have several specific observations and recommendations to make about the graduate programmes, we feel that a major structural problem pertains to the balance of resource allocation between undergraduate and graduate programmes. The problem of insufficient support for graduate programmes characterizes SFU as a whole, and is not confined to S/A. However, it manifests itself in the lengthy completion time for MA students and high withdrawal rates for MA and PhD students in the department.

The time for completion for the PhD from 1994-2002 is on average five years, which is about the average in S/A departments and for other departments in SFU. The PhD withdrawal rate of 50 % is high in relation to S/A programmes in other universities and to SFU as a whole, where it is 41 per cent. The completion time for the MA is 10.2 semesters, which is higher than in the university as a whole where it is 7.6 semesters, or SFU's Faculty of Arts where it is 8.2 semesters. It was pointed out to us that there are in fact several MA programmes in the Arts (including Archaeology, Criminology, Liberal Studies, Linguistics, Psychology, Spanish, Latin American Studies and Women's Studies) where the completion rate is comparable to that of the S/A department. The withdrawal rate for the MA of 31% is also higher than for SFU as a whole, where it is 22%. There are several reasons for the lengthy completion rates in the M.A. programme in S/A and in the Faculty of Arts as a whole. They appear to be strongly influenced by the heavy demands of time placed on students through their teaching assistantships, an issue we address further below. The department is well aware of the problem of lengthy completion and has begun to take proactive steps to address this problem through some programme reforms (discussed below). But given that there are multiple reasons for the long completion times, including slim course offerings and lack of credit given to faculty for graduate teaching and supervision, the graduate programmes need to undergo a more thorough and imaginative restructuring and become more adequately resourced.

A major discrepancy between advertising and programme reality exists: students are informed (e.g., through the *Graduate Studies Guide for the Department of Sociology and Anthropology, 2002/2003*) that the goal of the programme is 'to facilitate students

completing an MA within one year or 3-4 semesters' while the reality is that most MA students take more than three times this time to complete. Students feel that much more structure needs to be introduced into the graduate programme to facilitate their timely completion.

In view of these structural problems, the department should make a concerted effort to allocate more of its resources and make structural changes to the graduate programmes.

Recommendation 9:

The balance between undergraduate and graduate programme resources needs to be rethought, with a view to allocating more resources, making structural changes, and facilitating student progress and completion in the graduate programmes. Part of this reallocation should entail the establishment of a system of credit for graduate teaching and supervision.

Student Supervision:

Students were very complimentary about the overall quality of their relations with supervisors and the scholarly depth and breadth of the education and input they received from their supervisors and committee members. While students highly valued the mentoring and excellent quality of feedback they received from faculty, they also expressed their concerns about the fairly lax character of supervision as far as timelines were concerned and the lengthy turnaround times they sometimes experienced in receiving feedback. Students report a "free fall" period after finishing their coursework. They are requesting more structure and closer supervision and monitoring of their progress so that they might better complete their programme in a timely fashion. Monitoring seems to be restricted to the "annual review" of student progress through written reports, which students themselves fill out and which faculty agreed is generally treated as a formality. Students expressed concern about their lack of success in having regular meetings scheduled with their supervisors and committees and the absence of clarity regarding supervisor-student relations.

Recommendation 10:

The department needs to respond to graduate student requests for more structure and proactive supervision to guide them through the programme and must institute reforms to improve the quality of graduate supervision.

MA Programme Options:

In order to decrease the completion times for MA students, the department recently introduced options that are more course-based. Since 2000, the department has offered three options for the MA: (1) courses plus extended essays; (2) courses plus research project; and (3) courses plus thesis. The recency of these structural reforms makes it premature to evaluate their effects. However, early indications suggest that the introduction of project and extended essay options is having a positive effect in decreasing MA completion times. Students pointed out, however, that there is still confusion on the part of students and faculty surrounding the expectations for each programme choice.

Recommendation 11:

Given the confusion shared by students and faculty regarding the expectations for each programme choice, we suggest that more guidance and education need to be provided delineating such things as the process for achieving the desired completion times in each programme choice and the criteria underlying student selection of programme options. Adjustments might also be required to the Research Design course, which is currently biased toward thesis work, to accommodate all three programme options.

Graduate Curriculum:

The department advertises many diverse areas of study in its graduate programmes. Yet it offers regular graduate courses only in theory and methods. This means that heavy use is made of directed readings as a substitute for classroom-based courses and students lose out on valuable aspects of the classroom and seminar experience. The department needs to give thought to the introduction of new substantive graduate courses, offered on a rotating basis. The establishment of new interdisciplinary courses would permit S/A to share the workload and costs with other graduate programmes.

Recommendation 12:

A graduate programme based on "overload teaching" is NOT sustainable. The department needs to identify substantive, theory and skills courses that will be offered to graduate students on a three-year cycle.

Recommendation 13:

In order to build up the graduate curriculum, the department could plan to offer substantive courses on a rotating basis. In order to increase the availability of graduate courses on a cost-effective basis, graduate courses could be established with cognate disciplines, where staffing and other costs could be shared.

Graduate Funding:

The cumulative funding of the MA programme consists of 60% Teaching Assistantships and Marker positions, 28% graduate fellowships (GFs), 10% Research Assistantships, and about 2% from other sources. The funding of graduate students is thus heavily reliant on teaching assistantships (TAs). Entrance scholarships exist for Ph.D. students, but scholarships at the MA level were reported to be "very few and scrabbly." TAs are a normal part of the graduate student experience. They provide not only needed financial support, but also professional training in teaching. At SFU,

however, in the S/A department and seemingly in the Faculty of Arts and beyond, MA students work on average 15 to 20 hours per week in their TA jobs, or one and a half to twice as many hours as MA students in S/A programmes in other universities. Undergraduate courses in the S/A department are organized on a 4-credit course system and a 2 (lecture) hour and 2 (tutorial) hour basis. This system is thus heavily reliant on the tutorial system for lower-division level courses. In addition to the 15-20 hours of work required by their TA and TM contracts, graduate students also frequently work additional hours in part-time jobs, thus further impinging on the time they have available to devote to their studies and research. Under the current contract for TAs, reduction of the TA load would also reduce the financial resources to students. In addition, the increase in courses offered by distance education has augmented the number of Tutor Marker positions in relation to the number of TA positions. As of May 1, 2003, a full TA paid \$5635 for an MA student and \$6680 for a PhD student; an MA Tutor Marker position paid between \$3039 and \$4979 for an MA, and \$3576 between \$5864 for a PhD, depending on enrollment. As Tutor Marker positions can be less well-remunerated than TA positions, this shift has had a further detrimental impact on the financial support provided to graduate students.

The training provided to students regarding grantsmanship has improved since the last external review in 1996. Students have greater understanding of the process of awarding of GFs. The recent announcement of increased funding by SSHRC for MA programmes may augment the scholarship portion of funding of MA students.

Recommendation 14:

Efforts should be made to increase scholarship support to graduate students so as to enable them to dedicate more time to their research and writing and reduce the level of dependence on TA and TM positions. In cooperation with the Dean of Arts and the Dean of Graduate Studies, the department should work out a model of guaranteed funding for some reasonable period corresponding to the number of programme years.

Recommendation 15:

We encourage faculty to try to increase graduate student involvement in their externally funded research. This will benefit students financially as well as in terms of training and skills development opportunities.

FACULTY RESEARCH AND PRODUCTIVITY

While it is difficult to characterize the research thrust of a diverse department, representing two disciplines and a wide variety of substantive areas, the emphasis in S/A faculty research has been on “qualitative socially critical research of interdisciplinary relevance” (*Internal Report*). Particularly notable have been research and publications in such areas as globalization and indigenous peoples, ethnicity, race and immigration, development, poverty, state theory, sexuality and moral/legal regulation, social policy, and health and aging. Different projects are informed by diverse theoretical and epistemological perspectives and are based on a range of qualitative and quantitative methodologies. The Committee reviewed the research productivity of the faculty members, including their publications, success at attaining external research grants and involvement in journal editorial boards and professional associations. All indicators underline that this department is an active and strong research unit. The great majority of departmental members are fully engaged in the research arena. Research produced in the department is the product of a mixture of individual scholarship and collaboration among members of the department and scholars and community-based researchers outside the department and University. While senior members have well-deserved reputations for excellence in research, younger scholars and those hired in the 1990s have active and exciting research programmes and have greatly contributed to departmental renewal. The interviews with graduate students revealed the extent of “pull” of current faculty members and the strong reputation of the department. Graduate students were clear that their choice of attending Simon Fraser University was largely a function of the expertise

of specific professors, who they felt would provide them with the necessary inspiration and direction in their academic area.

SSHRCC and other Scholarly Grants:

Our measure of success in grantsmanship examined faculty funding from SSHRCC over the period of 1995-2001 as well as independent data obtained from SSHRCC. This data revealed that the Department of Sociology and Anthropology was ranked somewhere between 8th and 10th place out of 28 institutions in the country. Data provided to the Committee by Research Services at Simon Fraser University reveals that the department brought in over \$1.2M of government funding over the past six years. During our discussions with faculty members it was brought to our attention that other grants had been obtained (e.g., grants from U.S. funding sources) but were not administered by Simon Fraser University. Hence, we estimate that considerable additional research monies have been obtained by faculty which are not tracked by the University. SSHRCC grants are traditionally small yet we see that some scholars in the department have been able to obtain major grants.

Six faculty members brought in nearly three-quarters of the SSHRCC funding. However, other faculty members have obtained modest SSHRCC and/or CIHR funding for carrying out their research. Indeed, the majority of faculty are currently holding research grants. Given the three-year cycle of research programmes provided by SSHRCC, it is not unusual to find some scholars between research grants. Thus, our analysis shows that one person has not obtained a research grant in the past three years, two people have not received a research grant in two years, and two people have not received a research grant in the last year. We found that in the past year scholars in the department obtained 14 research grants and ranked 5th within Simon Fraser University with regard to obtaining funds from Canadian federal granting agencies. It should be noted that the most recent hires of the department are all holders of SSHRCC funding and are either principal investigators or members of larger research teams. In summary, the pattern of research funding supports a department that is fully and robustly engaged in the research enterprise.

These data suggest that faculty members are making a substantial contribution to the graduate students' ability to continue and complete their academic programmes. This is a considerable advance from the last external review when it was noted that few faculty held external grants and only a handful were able to fund graduate students. Students from outside the department and community researchers also are supported by faculty research funds. The average allocation per student ranged from eight to eleven thousand dollars per year over the past three years. These data suggest that faculty members are making a substantial contribution to the support of graduate students. In addition to the financial contribution to the graduate students, faculty are also providing valuable research training and data for students to use in their theses or dissertations. Graduate students were particularly supportive of this practice and there is every indication that faculty will continue to engage in it.

Recommendation 16:

In order to maintain and further enhance faculty success in receiving external grants, faculty members in the department should avail themselves of the services provided by the Faculty of Arts. Other strategies such as mentoring should be investigated and appropriate action should be taken as a collective unit.

A number of administrative, faculty workload, and ethical issues were raised by those involved with the recent "Health and Home" grant. One issue concerns the university's administration of community-based research grants and the difficulties in paying non-traditional community researchers' salaries and expenses. Another issue pertains to the huge volume of administration involved for faculty in administering such grants, such that one faculty member quipped that among her research interests listed by the university was "accounting theory." We believe the university has listened to these concerns. The VP Research seemed to be very open to supporting innovative research in substantial ways. Nonetheless, there is room for more progress in the university's facilitation and recognition of community-based research.

Recommendation 17:

Given the "accounting headache" and other complex issues involved in the administration of grants for community-based research, we suggest that the administration continue to work to adapt their research and accounting support to accommodate community-based research. This might entail establishing a person or unit dedicated to administration of community-based research.

Publications and Dissemination of Knowledge:

An examination of the CVs of faculty members reveals high levels of productivity among senior, mid-career and junior faculty. Although we lack systematic data on this, we are aware of the sterling reputations enjoyed by several of the faculty at the national and international settings. (At a still fairly junior level, one faculty member was offered and declined a Canada Research Chair at another university.) We were surprised that, given their accomplishments, a couple of the senior associate professors in Sociology had not been promoted to full professor.

The contribution to knowledge takes place in many different ways. Our review of the CVs of faculty shows they are involved in knowledge generation as well as dissemination in two principal ways. The first and more traditional form of scholarly publishing occurs through journals, books, and other peer reviewed outlets. The research published in these outlets is well regarded both nationally and internationally, creates new knowledge in various fields and meets the criterion of being critical research. The second and less traditional form of dissemination of knowledge is more applied in nature, provides knowledge that can inform policy reform and community-based action and occurs through reports, the mass media, and other vehicles.

Many faculty have published well-regarded books that are in wide use in social science teaching and academic debate in many universities. Faculty members regularly publish in a number of interdisciplinary refereed journals. A review of the citation index

was undertaken and a "citation impact" score was attempted. The lack of inclusion of various journals that sociologists and anthropologists publish in prevented any meaningful assessment. However, the data that were assembled would suggest that the department ranked above the mean of 28 comparable institutions across the country.

There also is a commitment among many faculty members to make their research accessible to community-based groups and policy-makers – so that their publishing strategies have targeted both traditional scholarly venues (books and journals) and non-traditional audiences.

S/A faculty overall have thus utilized both forms of disseminating their scholarship. The form of scholarship outlet would seem to be related to the research activities of the scholar. Hence one finds that when a professor has been engaged in "community based" or more applied research, the initial publications tend toward the second type. However, most scholars have followed these kinds of publications with more formal, peer-reviewed publications. There are some faculty who have focused their publication careers in the more non-traditional outlets. It was not clear to us that one or the other form of scholarship was the best strategy for advancing the faculty member's career.

Senior members of the department have "raised the bar" for promotion but this has not been clearly communicated to others in the department. The lack of any departmental material outlining the expectations surrounding promotion is something the department should address.

Recommendation 18:

It is necessary that the department (informed by the criteria set out in the collective agreement) communicate a clear and transparent set of expectations about the requirements for tenure and promotion. Senior members of the department should provide guidance in this matter to assistant and associate professors.

A number of senior faculty members have been or are currently involved in professional associations, or sit on editorial boards of journals (for examples, see below

under "Connections of the Faculty within and outside the University"). These appointments (or in some cases elections) are reflective of the stature of these scholars in their profession. Finally, their involvement as reviewers for a host of journals and commercial book publishers (as well as for SSHRCC) suggests reputations of high quality that would encourage others to draw upon their expertise.

GOVERNANCE OF THE DEPARTMENT

The department values inclusiveness and democratic decision-making. It has made significant progress in putting these values into practice. The 1996 Review Report noted tensions between the department and its graduate students. According to the Report of the current Graduate Student Caucus, at that time graduate students felt that "their concerns were not listened to and that the department did not involve them in matters that affected them directly."

We think that the department has responded well to these concerns. At present, most departmental committees contain two graduate and also two undergraduate students with full voting rights. Contemporary graduate students report that their representatives "have real power and voice."

The Review Committee noted the relatively large number of departmental committees, especially given the size of the department. There are the Executive, Graduate Studies, Undergraduate Curriculum, Tenure, Appointments, and Computing Committees. In addition, the department Self-Study notes (p. 2.5) that there are three other committees concerned with aspects of the undergraduate program (although only two actually are named). Having so many committees, plus other positions such as Library Representative, places a heavy burden of administrative demands on faculty.

The Review Committee also was struck by the frequency of departmental meetings, every two weeks plus additional meetings when necessary. In our departments

and most we know about, departmental meetings are held between four and six times per year. Arguably, the number of department meetings contributes to the department's collegial atmosphere and sense of mutual respect so evident to us. We wonder, however, about the need for so many meetings. Indeed, we wonder if having fewer meetings and a simpler administrative structure might free faculty to devote more time to their research and other pursuits.

Recommendation 19:

The department should assess its own internal committee structure and the necessity for fortnightly department meetings. We recommend that the department attempt to simplify its administrative structure.

CONNECTIONS OF THE FACULTY WITHIN AND OUTSIDE THE UNIVERSITY:

The 1996 Departmental Review report rejects earlier allegations of insularity on the part of the S/A department. It was interesting to us, therefore, to note that at least one current administrator seems to regard the department as "very inward looking." We suspect that the latter perception stems from the lack of S/A faculty members who have served on high-profile University bodies, e.g., Senate. However, in our estimation, the S/A department is not insular; rather its connections with other University units and the service of individual faculty members within the University appear to "fly under the radar."

However, it was equally clear that a sense of isolation exists in the department. The lack of administrative attention given to the Self Study is just one indicator of such a milieu. Faculty felt powerless and unable to reach senior administration and they have a culture of not "duking it out with the administration;" instead, they have opted for a withdrawal strategy from university governance. For younger scholars, the lack of involvement was more personal; they reminded the committee that they were investing

their time in teaching as they all strove to be excellent teachers and were working to obtain tenure and promotion, which required absorption of time in research, publications, and presentations at conferences. These were competing with involvement in university governance and clearly the latter was losing out. At the same time, students, staff, and faculty all reported that the department is a congenial and supportive environment.

Formal departmental linkages within the University connect the department to other units, such as through the Certificate in Ethnic and Intercultural Relations, the Certificate in Family Studies, and the Post-Baccalaureate Diploma in Social Policy Issues. According to the department, linkages are particularly close with Political Science. We noted that although Latin American Studies has been joined to S/A for administrative purposes, few connections seem presently to exist, besides the participation of two faculty members in both units. We comment on the relations of S/A and LAS below. In addition, we would point to the strong interdisciplinary focus of the SCES/SFU programme in Kamloops. Several faculty members hold joint appointments, e.g., with the School of Criminology, the Department of Women's Studies, the Gerontology Research Centre and Program, and the Department of Archaeology.

Individual faculty members maintain many links outside the University. For example, the South East Asia Field School, run by Michael Howard, not only attracts students from other universities but also serves to connect SFU with universities in Vietnam and Thailand. We also noted connections of individual faculty with important scholarly networks, such as the National Network for Aboriginal Mental Health Research and Training, the SSHRC-CIC Centre of Excellence for the Study of Immigration and Integration, the Metropolis Project, and the Institute for Migration and Ethnic Studies at the University of Amsterdam. One faculty member is a member of the board of directors of the Canadian Council on Social Development, a research advisor and associate with the Canadian Centre for Policy Alternatives and a member of the Income Security and Labour Market Committee of the Social Planning and Research Council of B.C. Another is also a research associate of the Canadian Centre for Policy Alternatives. Three faculty members serve as editors of journals: *The Canadian Journal of Sociology*; *Medical*

Anthropology: Cross-Cultural Studies in Health and Illness; and The Canadian Journal of Archaeology. Finally, we note the important community connections established by many members of the faculty, evident most notably in the innovative Health and Home project.

As discussed above, the department has, for various reasons, become less involved in university governance. Ellen Gee appeared to have played a key role in serving as liaison of the department with the senior administration. The faculty's lack of involvement is not an indicator of lack of interest and it was clear that individual faculty members were aware of various activities, policies and programmes ongoing in the university. This information was shared at departmental meetings and actions taken at the departmental level.

In considering the relationship of the department with the University Administration, the Review Committee was struck by the apparently strained relationship between the department and the Dean of Arts. From discussions both with the Dean and with members of the S/A faculty, we concluded that a pattern of poor and sometimes faulty communication has developed. We do not pretend, however, to understand the causes or history of this relationship.

Recommendation 20:

In order to ensure open and transparent decision-making, we recommend that the department and the Dean of Arts seek to establish a more open and productive relationship.

Recommendation 21:

The department needs to develop a strategy by which it "celebrates its successes" and makes itself more visible to the university community.

RESOURCES, FACILITIES AND SUPPORT

Space Resources:

The Review Committee bases its remarks on space largely on the department Self-Study and discussions with faculty and staff. The overall space allocation to the department needs to be increased. However, the Committee is well aware that space across campus is at a premium and others will echo this concern. Nevertheless, it is important to have graduate students in close proximity to the departmental members to ensure socialization and support. In addition, when graduate students are dealing with undergraduates, confidentiality and private discussion are necessary conditions. In other cases, research assistants must have quick and easy access to their professors.

We understand that there are plans for new buildings which may be available by 2005. Thus, space may be freed up for S/A in its present location when other units move. At present, space constraints appear to affect class sizes in that a large proportion of available classrooms are small. On a more positive note, the space situation for graduate students has improved since the 1996 departmental review. More office space is now available for graduate students, who also have two small common rooms, one with computers and a printer for their use.

Recommendation 22:

The department, along with the Dean's office, needs to seek out innovative and creative ways to increase current usable space. This could include reconfiguration of existing space, renovations, and alternative uses of existing space. The impact of the addition of new buildings on campus by 2005 in providing further space for S/A in its present location should be actively explored.

Library Resources:

In order to assess library resources, the Review Committee met with Dr Noel Dyck, department library representative, and two representatives of the SFU Library,

Gwen Bird, Head of Collections Management and Nina Saklikar, Liaison Librarian for Sociology and Anthropology. Ms Bird and Ms Saklikar presented us with a brief report on S/A collections and budgets. We were pleased to see that S/A acquisitions budgets have increased overall by 23% from 1998/99 to 2002/03. The serials budget has increased by 41.5%, while the monograph budget has increased by a more modest 13%. We note also that SFU students have access to excellent interlibrary loan services and can use the UBC libraries.

Faculty, students and library representatives all seemed to find the acquisitions budgets and collections reasonable. Holdings in medical anthropology were deemed somewhat less than adequate; however, attempts are being made to build collections in this area. Faculty expressed their concerns about the Library's decision to replace hard-copy journals with electronic versions of the journals. This move would affect access to journals, given the practice of publishers and journal marketers of bundling large groups of e-journals together for library subscriptions. Many of these costly bundles contain few or no journals of relevance to the S/A department. This is a potential problem faced by faculty at all Canadian universities, given the move to e-journals generally.

Another concern raised by faculty had to do with library acquisitions for new courses. Department faculty believe that the library will not pay for such acquisitions. However, the library representatives reassured us that this was not in fact the case. Indeed, they said that the only potential problem arose with journal subscriptions, which, unlike monographs, represent a continuing expense. We suggest that the department library representative contact Ms Bird and Ms Saklikar so as to be able to correct the faculty's misapprehension on this point.

Computer Resources:

The Review Committee's assessment of computing resources is based on the department's Self-Study and discussion with faculty, staff and students. The department has an enviable computer lab containing 22 new PCs which is shared with the

Department of Political Science. In addition, there are four computers in the graduate students' lab, although one is old and needs replacement. According to the Self-Study, only three of the four departmental staff have adequate computing equipment. Thus, the department sees the need for capital funds to purchase a data projector, software, printer for the undergraduate lab, a new computer and printer for one staff member, and one new computer for the graduate students' lab. A concern expressed by undergraduate students has to do with the hours during which their lab is available. Because it closes at 4 PM, students find that it does not entirely meet their needs. However, other computing facilities are available on campus for their use.

The Review Committee was unable to understand the funding basis of the computer lab, especially how costs were shared with Political Science. We suggest that the responsibilities of both departments be clarified as to both the capital budget and support of the computer technician.

Operating/Capital Budget:

The Committee did not have access to capital budgeting information. However, it was noted that the department was unaware of its capital budget. This lack of information does not allow the department to assess its capital needs and set priorities. In order for the department to plan strategically, budgetary information needs to be made available. Without a capital budget, the department will find it difficult to establish priorities and long term plans.

Computing:

New faculty have access to hardware and software that meets their needs. The department's Self-Study (3.2-3.4) indicates that a number of pieces of equipment are required in the areas of undergraduate, graduate, and office computing totalling \$18,000. It is less clear what the needs are regarding the hardware and software requirements of continuing faculty, given the absence of information about these needs and the lack of a coherent Faculty of Arts policy regarding hardware and software upgrades for faculty.

Recommendation 23:

We recommend that the department be provided with \$18,000 for capital equipment purchase, as per details provided by the department's internal review document (pp.3.2-3.4).

Staff:

The department has four staff positions: a Department Assistant (DA); a Secretary to the Chair, a Graduate Studies Secretary; and an Undergraduate (Office) Secretary. Since the last External Review, the department has been able to rectify a shortfall in staffing. When S/A became the administrative home for Latin American Studies, it was provided with a new staff position, which allowed for the separation of the role of Graduate Secretary from Chair's Secretary, each of whom now serves the needs of both LAS and S/A. Staff members in the department are dedicated and provide service well beyond the required activities as outlined in their job descriptions. Given the size of the undergraduate and graduate programmes it would seem that the staff complement is sufficient. The Committee felt, however, that the housing of the staff in three separate rooms, with no chance to share equipment and activities, was inefficient.

Recommendation 24:

Given the seeming inefficiency of the current physical isolation of staff from each other in the department, the support staff should be involved in a process of reorganization of their duties and reconsideration of space issues with the goal of increasing effectiveness and efficiency.

Continuing Faculty List:

Over the past few years, the department has lost a number of continuing faculty. At the same time replacements have been made. However, the replacements have not

occurred in a one-to-one replacement strategy and there is considerable misunderstanding as to the number of replacements allocated to the department. It is important that the Dean provide the department (as he did for the Committee) with a clear explanation and identification of the replacements that have taken place.

While the continuing faculty list reveals that faculty replacement (in terms of teaching) has indeed replaced the outgoing faculty members, it has not dealt with the needs associated with graduate education and research productivity in the department. In addition, the creation of a continuing "lecturer" position suggests that a two-tiered structure is being put in place. This lecturer position – designated as half-time, permanent status – has led to a permanent member of the department, who serves a vital function in the department but whose intrinsic and extrinsic awards will not retain the person on a long term basis. On the basis of workloads and the university's goal of developing its distance education program, this position should be transitioned into a full-time permanent position. Some members of the department raised the legitimate question of how this position aligns with the institutional objective of being a research-intensive university.

In addition, there are a number of cross appointees, e.g., with Kinesiology and First Nation Studies, who have their home in Sociology and Anthropology but who seem to contribute little to departmental undergraduate teaching activities or graduate education. In other cases, faculty are not on campus. A careful assessment of how these cross appointees add to the teaching (both undergraduate and graduate), community service, and research capacity of the department needs to be undertaken. The department, along with the Dean, needs to establish generally acceptable workload indicators to determine whether or not the student/faculty ratios are appropriate and are within the range of acceptability.

Recommendation 25:

Given the divergent understandings of the department and the Dean of Arts with respect to replacements and the current faculty complement, we recommend that a clear understanding be reached between the two parties on these issues.

Recommendation 26:

In addition to the hiring of the 'Ellen Gee' replacement, we recommend that the department hire a full CFL position in S/A.

Recommendation 27:

The department and Dean should conduct an assessment of the half-time, permanent lecturer position in view of considerations raised by this position discussed above. The position needs to have a level of remuneration that would retain the individual who holds the position.

The SCES-SFU Programme in Kamloops

The establishment of the Secwepemc Cultural Education Society-Simon Fraser University project in Kamloops aligns with the vice-president's three-year plan. Based on the data we have available, we find the programme is innovative and demonstrates a "return to the community" in a tangible and important manner.

The data show that since 1994 more than one third of the students graduating from the Kamloops programme have obtained a bachelor degree. Forty percent received a certificate. The remaining graduating students have obtained some other form of completion document, e.g., post-baccalaureate degree. What is not available is data on the number of students enrolling over the past five years, the number of dropouts, and the number of completions per year. Nevertheless, the output of the Kamloops project has been impressive and it is clear that few of the graduates would have such a degree if they had been forced to attend Simon Fraser University in Burnaby. Again, without benefit of any budgetary information, it is difficult to assess the effectiveness and efficiency of this programme. It would seem prudent for Simon Fraser University to investigate possible partnerships with the University College of the Cariboo and the Secwepemc Cultural Education Society.

The recent decision of Simon Fraser University to stop payments to University College of the Cariboo that allowed Aboriginal students to use their library has called into question the positive learning environment for students. While we are aware that the mode of instruction in Kamloops is focused on small classes and customized instruction, the nature of this teaching is not clear. With over two thirds of the students not on the Kamloops campus, its value needs to be reassessed.

Relationship of S/A to Latin American Studies

Our External Review of Sociology and Anthropology coincided with the External Review of the Latin American Studies programme that is currently administered by the S/A department. The department perceives LAS to have had a neutral impact on S/A, except with respect to resources such as support staff where it has been viewed to be a drain. The Dean of Arts' characterization of LAS as providing a catalyst for greater interdisciplinarity seems not to have been communicated to the department and has no resonance among S/A faculty. While S/A faculty appear to be prepared to take up the opportunities and challenges presented by LAS, there should be administrative support and clear direction about meaningful integration. Currently, the S/A Department is working with the understanding that LAS wishes to remain an autonomous academic unit and therefore has distanced itself from LAS. The department is therefore constrained from moving in a more integrative direction until it knows the future of LAS.

Recommendation 28:

LAS has clearly had a turbulent history and its placement in S/A appears to be based purely on administrative convenience. The Dean of Arts should reach a decision about LAS so that the department can consider LAS in its planning decisions.

FUTURE DIRECTIONS

It was clear in our discussions with the future Chair, the Acting Chair, and other faculty that the department is willing to be creative in arriving at solutions and strategies addressing some of its weaknesses. The Undergraduate Programme Task Force is still at work. Earlier in the report, we have indicated some suggestions and recommendations that we feel would strengthen the undergraduate programmes. As far as the graduate programme is concerned, one idea being floated is to recruit on the basis of interest-based or thematic cohorts. Pursuit of cohort-based graduate programmes is a sensible idea given the small size of the programmes.

Involvement in the Institute for Health Research Education:

The department is receptive to the possibilities for interdisciplinary collaborative development of the Institute for Health Research Education. The Dean of Arts is intending to bolster the area of Health Studies in the department through the replacement hiring of Ellen Gee. In addition, the new CRC joint appointment to S/A and Women's Studies, will be in the area of health studies. It is our understanding that the department is receptive to engaging in collaborative development of the IHRE, but there seems to be uncertainty and lack of information, lack of direction, goals and objectives.

Review Committee Schedule – see Appendix 1

**Department of Sociology and Anthropology
Simon Fraser University
Site Visit Schedule, February 19, 20 & 21, 2003**

Reviewers:

Dr. Daiva Stasiulis, Carleton University, Chair
Dr. Matthew Cooper, McMaster University
Dr. James Frideres, University of Calgary
Dr. Robert Menzies, School of Criminology, SFU

Wednesday, February 19, 2003

8:00	9:00	Opening meeting with Senior Administrators: Dr. Bill Krane, Associate VP Academic Ms. Laurie Summers, Director Academic Planning Dr. Jonathan Driver, Dean of Graduate Studies Dr. Bruce Clayman, VP Research Dr. John Pierce, Dean, Faculty of Arts *This is a joint meeting with the Sociology and Anthropology and Latin American Studies Program External Review Teams	Strand Hall President's Conference Room *Continental breakfast served
9:00	9:15	Walk to Department	
9:15	10:00	Meeting with Dr. Michael Kenny, Acting Chair	Ellen Gee Common Room AQ 5067
10:00	11:30	Meeting with the Sociology & Anthropology Undergraduate Studies Committee	AQ 5067
11:30	1:00	Lunch and Discussion Time	AQ 5067
1:00	4:30	Meeting with undergraduate student representatives and representatives of the Sociology & Anthropology graduate student caucus	AQ 5067

Department to arrange for taxi back to Hotel

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Thursday, February 20, 2003

9:00	9:15	Meeting with Ms. Mickey Naisby, Graduate Secretary	AQ 5067
9:15	9:30	Meeting with Ms. Jeanne Persoon, Chair's Secretary	AQ 5067
9:30	9:45	Meeting with Ms. Joan Byron, Undergraduate and General Office Secretary	AQ 5067
9:45	10:00	Break	
10:00	11:00	Meeting with faculty members involved in the "Health and Home" project and related research including Drs. Dara Culhane, Rebecca Bateman, Parin Dossa, Stacy Pigg	AQ 5067
11:00	11:45	Meeting with Dr. John Pierce, Dean, Faculty of Arts	AQ 5067
11:45	2:30	Lunch and Discussion Time	AQ 5067
2:30	4:30	Meeting with the Sociology and Anthropology Graduate Studies Committee	AQ 5067
4:30	6:30	Reception at the Diamond University Club	DUC – Fraser Lounge

Department to arrange for taxi back to hotel

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Friday, February 21, 2003

9:00	10:00	Meeting with Dr. Jonathan Driver, Dean, Graduate Studies	AQ 5067
10:00	11:00	Meeting with Dr. Bruce Clayman, VP Research	AQ 5067
11:00	11:30	Meeting with Jane Pulkingham, Graduate Program Chair	AQ 5067
11:30	12:00	Meeting with Dr. Noel Dyck, Sociology & Anthropology Library Rep	AQ 5067
12:00	1:45	Lunch and Discussion Time	AQ 5067
1:45	2:15	Gwen Bird, Library Representative	AQ 5067
2:15	2:45	Conference call with Mairanne Ignace and George Nichols , SFU/SCES Program	AQ 5052
2:45	3:15	Meeting with Karen Payne, Department Assistant And Student Advisor	AQ 5067
3:15	3:45	Meeting with Dr. Michael Howard, individual faculty	AQ 5067
3:45	4:00	Walk over to Strand Hall	
4:00	5:00	Closing meeting with Senior Administrators: Dr. John Waterhouse, VP Academic Dr. Bill Krane, Associate VP Academic Ms. Laurie Summers, Director, Academic Planning Dr. Bruce Clayman, VP Research Dr. Jonathan Driver, Dean of Graduate Studies Dr. John Pierce, Dean, Faculty of Arts	Strand Hall, President's Conference Room *Light refreshments served

VPA Office to arrange for taxi back to hotel

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SIMON FRASER UNIVERSITY
Senate Committee on University Priorities
Memorandum

S.03-89

TO: Senate

FROM: John Waterhouse
Chair, SCUP
Vice President, Academic

RE: Gerontology Program and Research
Centre External Review

DATE: September 18, 2003

As a result of the recommendations of its year 2000 External Review, the Gerontology Program and Research Centre was asked by the Senate Committee on University Priorities (SCUP) to provide a report on the unit's progress towards increased peer-reviewed publishing on annual basis for three years. Subsequently, Dr. Gloria Gutman, Director of Gerontology, has submitted to SCUP an annual report on peer-reviewed publishing in Fall 2001, 2002 and 2003. At its September 17, 2003 meeting, SCUP received the final report as well as a summary report from Gerontology and passed the following motion:

"That SCUP accept the final update report and the four year overview from the Gerontology Program and Research Centre in relation to publishing in peer-reviewed publications. Furthermore, with the receipt of these reports, SCUP would like to advise Senate that the Gerontology Program and Research Centre has successfully fulfilled the recommendations which were put forward by SCUP in December 2000 as a result of the May 2000 external review report. "

The summary report is provided to Senate for information.

encl.

c: Dr. G. Gutman, Director, Gerontology
Dr. B. Krane, Associate Vice-President Academic
Dr. J. Pierce, Dean, Faculty of Arts
Ms. L. Summers, Director, Academic Planning

From: "Gloria" <gutman@sfu.ca>
 To: "Laurie Summers" <lsummers@sfu.ca>
 Subject: Person by person progress report
 Date: Wed, 10 Sep 2003 10:12:49 -0700
 X-MSMail-Priority: Normal
 X-Mailer: Microsoft Outlook IMO, Build 9.0.2416 (9.0.2910.0)
 Importance: Normal
 X-MimeOLE: Produced By Microsoft MimeOLE V6.00.2800.1165
 X-Virus-Scanned: by ebola.sfu.ca running antivirus scanner

Dear Laurie

Attached please find a table showing publications by type for each faculty member of the Gerontology Program as well as Gerontology Centre staff. I have summarized four years. Year 1 corresponds to the year in which we were last reviewed (FY 1999-2000), Year 2 is the first year after the review (FY 2000-2001), year 3 is the second year post-review and year 4 is third year post-review. As requested, I have separated the publications in terms of those published in a given year and those in press.

In reading this table, it is important to note that the some of our faculty and staff are only part time and/or if full-time, were only with us part of the year (e.g. McDonald-Miszczak only works with us in the summer months; Mahmood joined us mid-year). In fact, FTE's range from 0.2 to 1.0. It should also be noted that some of our Gero Centre staff hold management positions in addition to being designed a Research Associate (e.g. Y. Jones is half time with us and half time with BCIT. Her job description includes serving as manager of the Living Lab). Additionally, some of our GRC staff hold positions where they would not ordinarily be expected to publish (e.g. Tredwell & Adams who are information specialists/librarians. Some staff turnover is also apparent in this table. In one case, lack of peer reviewed publications was the explicit reason for not renewing the contract.

Overall however, what I believe this table shows is that at the time of the review we were, for the FTE's and type of faculty and staff we had, for the most part publishing at a more than acceptable level. We have done our best to emphasize the importance of peer-reviewed publications over the past 3 years -- I would suggest that an average of 4.89 in print and 4.44 in press among our academic staff -- the rate achieved in year 4 -- is pretty good. With respect to the GRC, the average rate of peer reviewed publications in year 4 in -- if Wister and I are included in the count -- is 2.0. This number should go up dramatically next year as our three post-doctoral fellows publish. It is also important to recognize the large impact that some of our GRC staff have had on public policy as a result of commissioned reports they have produced (e.g. Charmaine Spencer). While these reports dont count in the peer-reviewed publications column, they do count in terms

of improving the quality of life of Canada's elderly population!

Gloria M. Gutman, PhD
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Gerontology Research Centre & Programs,
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Tel: 604-291-5063 Fax: 604-291-5066
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Faculty		Peer-reviewed Books/Journal Articles/Chapters	Reports/Reference Works	Newsletter/Magazine/ Newspaper Articles	Conference Presentations
Name	Yr of review*				
Carrier, Yves - Assistant Professor (Yr. 1=1.0 FTE; Yr.2=0.4 FTE)					
<i>Published</i>					
	1	2 chapters		3	7
Apr.-Aug.	2		1 ref.work, 1 report	1	
<i>In Press</i>					
	1		1 ref. work		
	2				
Chaudhury, Habib - Assistant Professor (0.6 FTE Yr.3; 1.0 FTE yr.4)					
<i>Published</i>					
	3	1 journal article			1
	4	1 book, 2 journal articles		2	5
<i>In Press</i>					
	3	2 journal articles			
	4	1 journal article, 2 reviews			
Crawford, Susan- Senior Lecturer Gero/Kines (Yrs. 1&2=0.5FTE)					
<i>Published</i>					
	1		4 reports		
	2	3 chapters			
<i>In Press</i>					
	1				
	2				
Gutman, Gloria - Professor and Director (Yrs. 1-4=0.5 FTE Gero Program & 0.5 FTE GRC)					
<i>Published</i>					
	1	1 book, 3 chapters		4	12
	2	4 journal articles	1 ref. work, 1 report	2	5
	3	Editor -1 journal special issue, 1 journal article, 1 chapter		7	14
	4	3 journal articles	1 report	4	10
<i>In Press</i>					
	1	1 journal article	1 ref. work, 1 report		
	2	1 chapter			
	3				
	4	2 journal articles, 1 chapter	1 report		
Mitchell, Barbara - Assistant Prof.Yrs. 1-2, Associate Prof.Yrs 3 & 4 (0.5FTE)					
<i>Published</i>					
	1	1 journal article, 2 chapters, 1 review			
	2	1 chapter, 1 review			2
	3	2 journal articles, 1 review	1 report		1
	4	2 journal articles		1	5
	5	2 chapters, 2 reviews	1 report	1	3
<i>In Press</i>					
	1	2 journal articles			

	1 journal article, 1 2 review			
	3 2 chapters, 3 reviews			
	1 journal article, 1 4 chapter, 1 review			
Oakley, Kate- Assistant Professor (Yr 1= 1.0 FTE; Yr 2=0.4FTE)				
<i>Published</i>				
	1			1
April- Aug.	2			
N/a				
<i>In Press</i>				
	1			
April- Aug.	2			
N/a				
O'Rourke, Norm - Assistant Professor (Yr.3= 0.75 FTE; Yr 4=1.0 FTE)				
<i>Published</i>				
	3 5 journal articles			2
	4 8 journal articles		1	11
<i>In Press</i>				
	3 2 journal articles			
	4 1 book, 8 articles			
Wister, Andrew - Associate Professor & Associate Director, Years 1 & 2; Professor Years 3 & 4				
<i>Published</i>				
	1	1 report		
	6 journal articles, 1 2 chapter	1 report, 1 discussion paper, 1 ref. work	4	5
	1 journal special issue, 3 4 journal articles			4
	4 4 journal articles			1
<i>In Press</i>				
	1 4 journal articles	1 ref.work		
	3 journal articles, 1 2 chapter			
	4 journal articles, 1 3 chapter	1 report		
	4 1 article, 1 chapter			
Total				
<i>Published</i>				
	1 book, 6 chapters, 1 1 review	5 reports	7 newsletter articles	26 conference presentations
	5 chapters, 12 journal 2 articles, 1 review	1 report, 3 ref. work	7 newsletter articles	11 conference presentations
	13 journal articles, 2 3 special issues	1 report	8 newsletter articles	26 conference presentations
	1 book, 12 journal 4 articles, 2 chapters, 2 reviews	2 reports	8 newsletter articles	30 conference presentations

In Press				
	1	7 journal articles	1 report, 3 ref. works	
	2	2 chapters, 4 journal articles, 1 review		
	3	8 journal articles, 3 chapters, 3 reviews		
	4	1 book, 12 journal articles, 3 chapters, 1 reviews		
Gerontology Research Centre Staff				
Adams, Ray - Information Officer (yr.2=0.75FTE; Yrs. 3-4 1.0FTE)				
<i>Published</i>				
Aug-Apr.	2			1
	3			2
	4			2
Clarke-Scott, Mary Ann - Research Associate (yr. 1- 0.4 FTE)				
<i>Published</i>				
	1	1 edited vol. conf. proceedings		
<i>In Press</i>				
	1	1 report		1
Cusack, Sandra - Research Associate (Yrs. 1-4= 0.2FTE)				
<i>Published</i>				
	1	1 journal article	1 report	3
	2	1 chapter	2 reports	2
	3		1 report	4
	4	1 review		1
<i>In Press</i>				
	1	1 chapter		
	2			
	3			
	4	1 book, 1 journal article		
Groves, Mark - Research Associate (Yr1=0.2FTE; Yr. 2=1.0FTE; Yr.3=0.75FTE)				
<i>Published</i>				
Feb.-Mar.	1			1
	2			4
Apr.-Jan.	3			3
<i>In Press</i>				
	1			
	2			
	3			
Gutman, Gloria - Professor (Yrs. 1-4=0.5 FTE Gero Program & 0.5 FTE GRC)				
See above				
Jones, Yvette - Manager, Living Lab/Research Associate (Yr2.1-2=0.5FTE; Yrs 3-4 on mat leave)				
<i>Published</i>				
	1		1 report	
	2		1 report	
on mat leave	3	n/a	n/a	
	4			
<i>In Press</i>				
	1			
	2			

on mat leave	3				
	4				
McDonald-Miszack, Leslie, Research Associate (Yrs.1-2 0.25FTE; Yr.3-4 on mat. leave)					
<i>Published</i>					
July-Sept.	1	1 journal article			2
July-Sept.	2	3 journal articles			2
on mat. Leave	3				3
on mat leave	4	n/a	n/a		
<i>In Press</i>					
	1	2 journal articles			
	2				
	3				
	4				
Mahmood, Atiya, Post-doctoral Fellow (Yr. 4 =0.75 FTE)					
<i>Published</i>					
June-Mar	4			4	
<i>In Press</i>					
	4				
Mihailidis, Alex, Post-doctoral Fellow GRC and LT Asst. Prof. Engineering Science (Yr.4=0.4FTE)					
<i>Published</i>					
Sept.- Mar.	4	2 journal articles; 1 chapter		1	2
<i>In Press</i>					
	4	2 journal articles			
Spencer, Charmaine - Research Association (Yrs. 1-4=1.0 FTE)					
<i>Published</i>					
	1	1 chapter	2 reports	2	1
	2		1 report	8	3
	3	1 journal article	2 report	5	5
	4		9 reports	3	4
<i>In Press</i>					
	1		1 report		
	2	1 journal article	2 reports		
	3	1 chapter	2 reports		
	4	1 chapter	2 reports		
Treadwell, Suzanna - Information Officer (Yr.1=1.0; Yr. 2=0.5FTE)					
<i>Published</i>					
	1			1	
	2		1 ref. Work		
<i>In Press</i>					
	1		1 ref. work		
	2				
Wister, Andrew - Associate Professor & Associate Director, Years 1 & 2; Professor Years 3 &4					
<i>See above</i>					
Zimmerman, Lillian - Research Associate (Yrs. 1-4=0.2FTE)					
<i>Published</i>					
	1	1 chapter			1
	2	1 journal article			
	3	2 chapters		1	1
	4			1	
<i>In Press</i>					

	1 journal article, 2			
	1 chapters			
	2 2 chapters			
	3			
	4			
Total GRC Staff exclusive of Gutman & Wister				
<i>Published</i>				
	2 journal articles, 2			
	1 chapters	4 reports	7	8
	3 journal articles, 1			
	2 chapter	4 reports	15	8
	3 1 journal article	4 reports	12	14
	2 journal articles; 1			
	4 review	9 reports	12	6
<i>In Press</i>				
	2 journal articles, 3			
	1 chapters	1 report, 1 ref. Work		
	2 1 journal article	2 reports		
	3 1 chapter	3 reports		
	1 book, 3 journal			
	4 articles, 1 chapter	2 reports		