

STAFF ISSUES

Forward Thinking project

This Report forms part of a series of summary reports on philosophy in Australian Universities produced as part of the *Forward Thinking: Learning and Teaching Philosophy in Australian Universities* Project. This series consists of reports on:

- The Significance of the Discipline of Philosophy;
- Philosophy in Australian Universities;
- Undergraduate Learning and Teaching;
- Honours Learning and Teaching;
- Postgraduate Learning and Teaching; and
- Staff Learning and Teaching.

These reports are available on the Forward Thinking Project website:

<http://aap.org.au/forwardthinking/reports/index.html>.

The Forward Thinking project commenced in July 2008 and was funded by the Australian Learning and Teaching Council Ltd (ALTC) via a Discipline-Based Initiative Grant. The Australasian Association of Philosophy (AAP) also supported the project. Further information about the project, including the Project Final Report, can be found at: www.aap.org.au/forwardthinking.

About this Report

This Report is divided into 2 sections: Staff Profile, including: staff load, level, gender and age, and Staff Issues, including: workloads, professional development, casual staff, and general comments.

Data in these reports is drawn from a number of sources, including: DEEWR, GCA and the AAP. Data was also drawn from a survey of Heads of Philosophy Programs. Those wishing to do further research may refer to the [datasets](#). Access to some data is restricted to project participants and Heads of philosophy programs. Access may be obtained from the [Executive Officer](#) of the Australasian Association of Philosophy.

Sections of these reports refer to Case Studies developed from issues raised in the surveys and later discussed at round tables on issues and innovations in teaching and learning philosophy. These cover: assessment, evaluation, graduate attributes and teaching philosophy to non-philosophy majors/BA students. Those wishing to pursue these issues further may refer to the [case studies](#).

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Staff Profile

This section uses data from the AAP Benchmarking Collection.¹ The AAP collects data from philosophy programs pertaining to their student and staff load and research inputs (grants) and outputs (publications). Heads of philosophy programs in Australasia provide this data annually. The data are self-reported by Heads and are most useful for comparisons over time. Data from 20 philosophy programs² is used in this section (unless otherwise noted). For a full list of philosophy programs included, see Appendix 1 of this Report.

Staff load

The following figure shows total load of philosophy programs for full time and fractional full time Teaching and Research Staff 2001-2007.

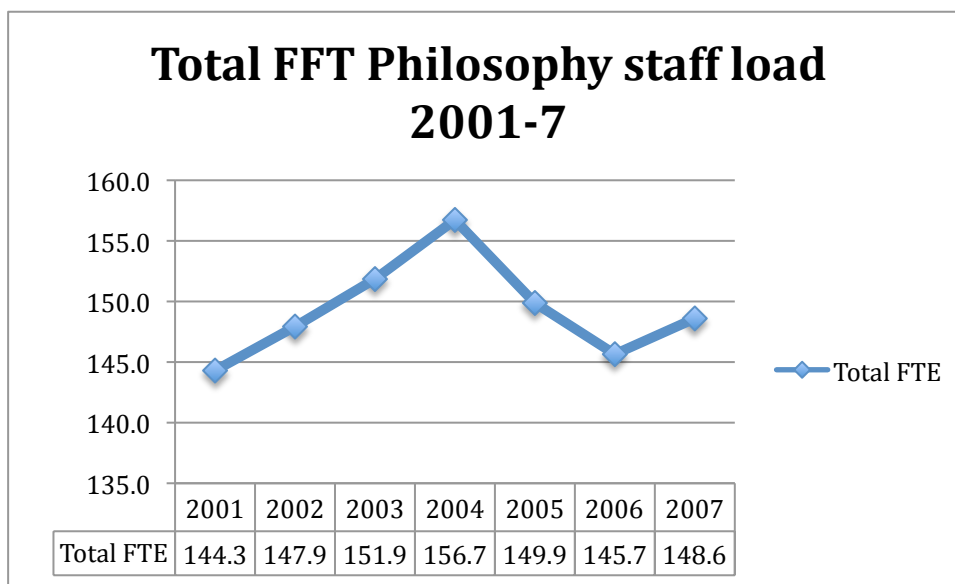


Figure 1: Full time and Fractional Full time Teaching & Research staff in philosophy programs 2001-2007³

Source: *AAP Benchmarking Collection*

¹ There is no data available from DEEWR to the academic grouping of philosophy. Whilst staff data is reported by DEEWR, it is coded to Academic organisational unit and does not reflect philosophy programs nor include all of them.

² Whilst Monash philosophy and Monash Bioethics are reported separately, they are counted here as one program

³ Note that 2007 data is missing for: ANU faculties, University of Melbourne; University of New South Wales and University of Queensland. In these cases the 2006 figure was used. Also, 2004 and 2005 data is missing for University of Western Australia. In these cases the 2003 figure was used.

Summary

In 2007 total Full time and Fraction Full Time for Teaching and Research staff in philosophy programs is 148.6 FTE. In 2001, the figure was 144.3. Load in these programs seems to have increased between 2001-4 and then declined. The variation is 8.5 per cent. However, the pattern in overall numbers can be attributed to unusually high figures for one program in 2003 and 2004. See Table 1: FFT T&R staff in philosophy programs by program 2001-2007, below.

Staff load by program

The following table lists total FFT T&R staff by individual philosophy program by descending FTE.

Philosophy Program	2001	2002	2003	2004	2005	2006	2007	Grand Total
University of Sydney - Philosophy	14.4	13.0	12.5	15.0	15.0	13.5	15.0	98.4
Monash University Philosophy	9.4	9.6	15.8	16.8	8.5	11.2	10.3	81.5
University of Tasmania	9.0	11.5	10.5	10.5	10.5	14.4	11.1	77.5
University of Melbourne	11.0	10.0	11.0	11.5	11.5	11.0	11.0	77.0
Macquarie University	10.0	10.6	9.5	10.0	11.0	11.0	10.8	72.8
University of New South Wales	8.0	9.0	9.0	10.0	11.0	11.0	11.0	69.0
La Trobe University	11.0	9.8	10.5	10.1	9.5	7.0	9.0	66.8
University of Queensland	7.0	8.5	9.0	9.0	8.9	8.4	8.4	59.2
University of Adelaide	6.8	7.0	7.0	7.0	7.3	9.0	9.3	53.3
Australian Catholic University	6.5	7.5	7.5	7.5	6.5	6.0	6.0	47.5
University of New England	7.5	7.5	7.5	6.5	6.5	6.0	5.5	47.0
Deakin University	8.0	8.0	7.0	5.5	5.5	5.0	5.0	44.0
ANU Faculties	6.0	6.0	6.0	5.5	6.0	6.8	6.8	43.1
Flinders University	6.1	5.0	5.0	8.2	5.0	5.4	4.4	39.1
University of Western Australia	4.6	5.0	5.7	5.7	5.7	4.5	5.5	36.6
University of Wollongong	4.0	5.0	5.0	5.0	5.0	5.0	6.5	35.5
University of Newcastle	5.0	5.0	5.0	5.0	5.0	3.0	4.5	32.5
Griffith University	4.5	4.5	4.5	3.5	4.0			21.0
Murdoch University	3.5	3.5	2.0	2.5	3.0	3.0	3.0	20.5
Swinburne University of Technology	2.0	2.0	2.0	2.0	2.0	2.0	2.0	14.0
Monash University Bioethics					2.6	2.5	3.6	8.7
Grand Total	144.3	147.9	151.9	156.7	149.9	145.7	148.6	1044.9

Table 1: FFT T&R staff in philosophy programs by program 2001-2007

Source: *AAP Benchmarking Collection*

The programs with the largest FFT T&R FTE are University of Sydney, Monash University (Philosophy and Bioethics), University of Tasmania, University of Melbourne and Macquarie University. The figures show that whilst Staff Load for full time and fractional full time Teaching and Research staff in philosophy departments, summed across the whole country, has remained stable from 2001-2007 (AAP), staff load at some programs has increased, for example at University of Adelaide, University of New South Wales and Monash University), whilst staff load has decreased in some programs, for example at University of New England, La Trobe University and Flinders University and has been variable in others, for example, University of Tasmania.

Level

The following table shows FFT T&R staff by level (A-E) and year (2002-7). The figures in red show the percentage of FTE at each level for each year.

Level	2002		2003		2004		2005		2006		2007	
A	12.00	8%	16.35	11%	15.80	10%	8.50	6%	14.50	10%	13.35	9%
B	44.15	30%	41.75	27%	49.35	31%	45.43	30%	50.15	34%	52.65	35%
C	50.48	34%	51.75	34%	49.75	32%	48.20	32%	35.00	24%	40.50	27%
D	26.30	18%	27.00	18%	27.83	18%	32.00	21%	34.00	23%	29.50	20%
E	15.00	10%	15.00	10%	14.00	9%	15.75	11%	12.00	8%	12.60	8%
Total	147.93	100%	151.85	100%	156.73	100%	149.88	100%	145.65	100%	148.60	100%

Table 2: FFT T&R staff in philosophy programs level 2001-2007

Source: *AAP Benchmarking Collection*

Summary:

In 2007 staff load at level A made up 9 per cent of the total FFT T&R total FTE; level B 35 per cent; level C 27 per cent, level D 20 per cent and level E 8 per cent. So, almost 80 per cent of staff are at Level B, C and D, with 10 per cent at Level A and almost 10 per cent at Level E.

The percentage FTE at each level remains roughly constant, varying within 10 per cent at each level for the years 2001-2007. In 2007 the percentage FTE at level B is higher than in 2002 (35 per cent in 2007 and 30 per cent in 2002), and the percentage FTE at level C is lower in 2007 than 2002 (27 per cent in 2007 and 34 per cent in 2002). There has been a small decline in the percentage Level E since 2002 (some of which is due to T&R staff having taken up ARC Federation Fellowships so that these positions are reported as Research Only positions).

The following table, using data from Universities Australia (2007), shows percentage FTE by level of classification 2002-2005 across the sector.

		2002	2003	2004	2005
Academic	Vice-Chancellor	0.10%	0.10%	0.10%	0.10%
	Deputy Vice-Chancellor	0.30%	0.40%	0.30%	0.30%
	Academic Level E	9.90%	10.10%	10.30%	11.00%
	Academic Level D	11.30%	11.20%	11.20%	11.10%
	Academic Level C	24.70%	24.60%	24.30%	24.10%
	Academic Level B	34.70%	34.20%	34.20%	33.90%
	Academic Level A	19.00%	19.50%	19.50%	19.60%
	Total	100.00%	100.00%	100.00%	100.00%
	Academic Subtotal	34,601	35,867	37,387	38,952

Table 3: All Staff: % Full-time and Fractional Full-time by Classification, 1996-2005
Source: *Universities Australia*

If we compare the breakdown for academic staff across the sector in 2005 with the breakdown for philosophy in 2005 we see that there is a lower percentage of load at level A and level B positions and a higher percentage of load at level C and level D in philosophy programs compared with the sector as a whole.

Gender

The following figure shows FFT T&R philosophy staff in philosophy programs by gender for the years 2003-7.

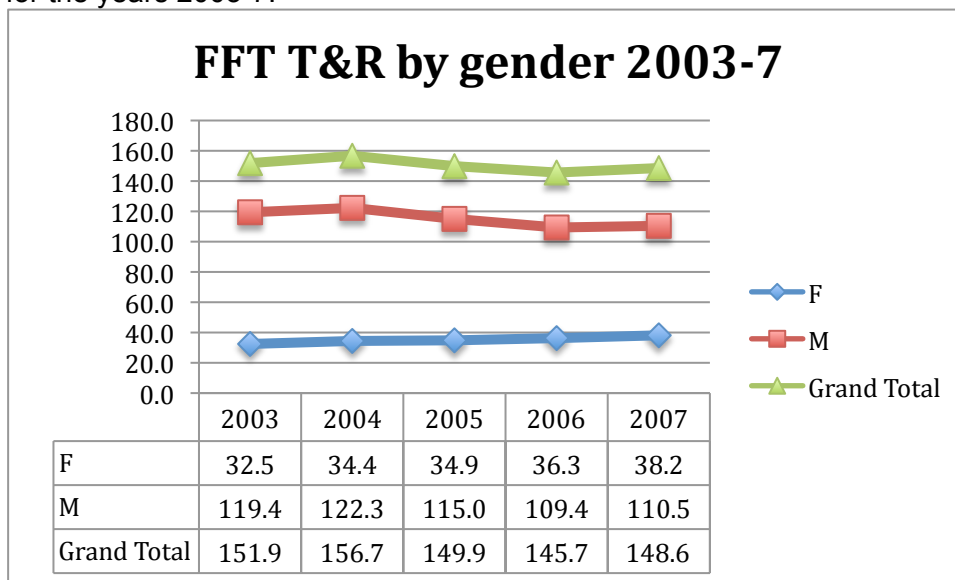


Figure 2: FFT T&R staff in philosophy programs by gender 2003-7
Source: *AAP Benchmarking Collection*

Summary

In 2007 female load for T&R staff in philosophy programs is 38.2 FTE; in 2003 it was 32.5. This shows an increase in the total female load for T&R staff in philosophy programs since 2003 of 15 per cent (5.7/32.5 %). In 2007 male load for T&R staff in philosophy programs is 110.5 FTE; in 2003 it was 119.4. This shows a decrease in the total male load for T&R staff in philosophy programs since 2003 of 7.6 per cent (8.9/119.4 %).

The following table shows the FFT T&R load by gender 2003-7 with a figure for the percentage of FTE by gender.

	2003	% FTE	2004	% FTE	2005	% FTE	2006	% FTE	2007	% FTE
F	32.5	21.4%	34.4	22.0%	34.9	23.3%	36.3	24.9%	38.2	25.7%
M	119.4	78.6%	122.3	78.0%	115.0	76.7%	109.4	75.1%	110.5	74.3%
Total	151.9	100.0%	156.7	100.0%	149.9	100.0%	145.7	100.0%	148.6	100.0%

Table 4: FFT T&R total load by gender 2003-7 and percentage FTE

Source: *AAP Benchmarking Collection*

In 2007, female staff make up 25.7 per cent of all FFT Teaching and Research staff in philosophy programs. This figure is below that for the University sector: women academic as a percentage of all academic staff in 2005 was 40 per cent (see Table 7 below).

The data shows that the percentage female FTE of the total FTE has risen from 21.4 per cent in 2003 to 25.7 per cent in 2007. This is accompanied by a small decrease in the total FTE in 2007 (148.6 FTE), as compared to 2003 (151.9 FTE). The percentage male FTE of the total FTE has declined from 78.6 per cent in 2004 to 74.3 per cent in 2007.

Gender by philosophy program

The following table shows FFT T&R staff in individual philosophy programs in 2007. The column in red gives the percentage female FTE per program.

Philosophy Program	F	% female	M	Grand Total
University of Sydney	2	13.3%	13	15
University of Tasmania	2.5	22.5%	8.6	11.1
University of Melbourne	2	18.2%	9	11
University of New South Wales	3	27.3%	8	11
Macquarie University	3.5	32.6%	7.25	10.75
Monash University Philosophy	2.5	32.1%	7.8	10.3
University of Adelaide	3	32.4%	6.25	9.25
La Trobe University	4.25	47.2%	4.75	9
University of Queensland	2.5	29.8%	5.9	8.4
ANU Faculties	2	29.4%	4.8	6.8
University of Wollongong	2.5	38.5%	4	6.5
Australian Catholic University	1	16.7%	5	6
University of New England	1.5	27.3%	4	5.5
University of Western Australia	1.5	27.3%	4	5.5
Deakin University		0.0%	5	5
University of Newcastle	1	22.2%	3.5	4.5
Flinders University	0.4	9.1%	4	4.4
Monash University Bioethics	1	27.8%	2.6	3.6
Murdoch University	2	66.7%	1	3

Table 5: FFT T&R staff in philosophy programs by gender 2007

Source: *AAP Benchmarking Collection*

Summary

The table shows that percentage female FTE varies in programs, from as low as 0 per cent (Deakin University) to as high as 66.7 per cent (Murdoch University). Both these programs have a total staff FTE of 5 or less. In all programs except 3 – Murdoch, La Trobe, University of University of Wollongong, the percentage female FTE is below 35 per cent.

The table shows that of the 5 programs with the largest total FFT T&R staff load, in 4, the percentage female load is at or lower than the total average percentage female FTE for all programs (25.7 per cent in 2007) – 2 of 15 for the University of Sydney (13.3 per cent female FTE); 3.5 of 13.9 for Monash University (including philosophy and Bioethics) (25.2 per cent); 2.5 of 11.1 at the University of Tasmania (22.5 per cent) and 2 of 11 at University of Melbourne (18.2 per cent).

Gender & Level of Classification

The following table shows FFT T&R staff in philosophy programs by gender and level of classification 2003-2007. The column in red gives the percentage female FTE by level of classification.

Sum of FTE											
Level		2003		2004		2005		2006		2007	
A	F	6.7	41%	7.0	44%	4.5	53%	4.3	29%	4.2	31%
	M	9.7	59%	8.8	56%	4.0	47%	10.3	71%	9.2	69%
A Total		16.4	100%	15.8	100%	8.5	100%	14.5	100%	13.4	100%
B	F	13.1	31%	17.9	36%	18.2	40%	21.6	43%	19.0	36%
	M	28.7	69%	31.5	64%	27.3	60%	28.6	57%	33.7	64%
B Total		41.8	100%	49.4	100%	45.4	100%	50.2	100%	52.7	100%
C	F	7.8	15%	3.3	7%	5.7	12%	5.5	16%	8.5	21%
	M	44.0	85%	46.5	93%	42.5	88%	29.5	84%	32.0	79%
C Total		51.8	100%	49.8	100%	48.2	100%	35.0	100%	40.5	100%
D	F	4.0	15%	5.3	19%	5.5	17%	4.0	12%	5.5	19%
	M	23.0	85%	22.5	81%	26.5	83%	30.0	88%	24.0	81%
D Total		27.0	100%	27.8	100%	32.0	100%	34.0	100%	29.5	100%
E	F	1.0	7%	1.0	7%	1.0	6%	1.0	8%	1.0	8%
	M	14.0	93%	13.0	93%	14.8	94%	11.0	92%	11.6	92%
E Total		15.0	100%	14.0	100%	15.8	100%	12.0	100%	12.6	100%
Grand Total		151.9		156.7		149.9		145.7		148.6	

Table 6: FFT T&R staff in philosophy programs by gender and level of classification 2003-2007.

Source: AAP Benchmarking Collection

Summary

In 2007, 31 per cent of load at Level A is female load; 36 per cent at Level B, 21 per cent at Level C, 19 percent at Level D and 8 per cent at Level E. In 2001, the figures were 41 percent at Level A; 31 percent at Level B, 15 percent at Level C, 15 percent at Level D and 7 per cent at Level E. The increased female percentage FTE at Level C in 2007 is largely accounted for by the smaller number of male staff at Level C in 2007, most likely who have been promoted to Level D. Note, whilst there is only 1 female Level E recorded, this does not indicate the total number of women philosophy professors, but rather those classified as Teaching and Research (and not Research Only) during this period.

The percentage female FFT Teaching and Research staff load decreases by level of seniority, just 16 per cent of staff at Level C and above in 2007 are women. These figures are below those for the University sector. The following table shows the percentage full time and fractional full time of female academic staff across the sector by classification for the years 2002-2005.

		2002	2003	2004	2005
Academic	Vice-Chancellor	24%	27%	30%	23%
	Deputy Vice-Chancellor	18%	21%	26%	30%
	Academic Level E	15%	15%	16%	17%
	Academic Level D	21%	22%	24%	26%
	Academic Level C	32%	34%	35%	35%
	Academic Level B	46%	46%	47%	48%
	Academic Level A	54%	53%	54%	54%
	Academic females as a % of all academic staff	38%	39%	39%	40%
	Female Academic Subtotal	13,162	13,863	14,758	15,615

Table 7: Female Staff: % Full-time and Fractional Full-time by Classification, 2002-2005.

Source: *Universities Australia*

A comparison with Table 6 above shows that percentage of women employed in Fractional and Full Time work contracts in philosophy programs is lower at all levels than the participation rates of women across the university sector. Most significantly, the proportion of women in philosophy above level B, that is in senior positions, is significantly lower than rates across the sector.

The *Improving the Participation of Women in the Philosophy Profession* report (Goddard 2008) showed that participation rates for women in philosophy decline by seniority, both at the professional or academic level and at the student level, wherein female participation rates drop to 30 per cent by PhD level. For further information on the status of women in philosophy, see *Improving the Participation of Women in the Philosophy Profession*, Executive Summary and three Reports.

Age

In 'The Demographic Outlook for Australian Universities' Academic Staff Hugo has commented on the ageing of the higher education workforce, the lack of a cohort of rising research and teaching leaders in the humanities, arts and social science, and the impact of this on the ability of university departments to service a growing demand for higher education (Hugo 2008). He suggests that to address this problem, universities will need to shift emphasis in the next decade from voluntary early retirement to 'retention, recruitment and return' (Hugo 2008).

In this paper Hugo provides data on Australian university academic staff in humanities, arts and social sciences. Hugo cites unpublished data from DEST (now DEEWR), which shows that in 2006, amongst those employed in Philosophy Departments, the proportion

of academics aged 50 or older was 47.8% (Hugo 2008, p. 24).⁴ This means that for the discipline of philosophy to contribute to Australian government goals for increased participation in higher education by 2020, it will need to move quickly to increase the number of PhD students who secure permanent academic teaching and research positions.

To what degree are Philosophy programs/prepared to address this challenge? Is there any strategic planning for generational change in Philosophy programs? The current project did survey heads of philosophy programs concerning what measures, if any, they were taking in their Programs to prepare for generational change. According to the survey responses, about a third of programs appear to have already undergone, or are undergoing, significant generational change and renewal (Macquarie, University of New South Wales, University of Wollongong, University of Queensland, Adelaide University, University of Tasmania, University of Melbourne and University of Western Australia). Of the remainder, most are despairing of being able to replace retiring staff, although a few (University of Sydney and Monash University) are more optimistic about being able to do so.

Work issues

Data used in the following subsections on workloads, professional development and general comments is drawn from the responses to the survey of philosophy programs. Twenty-four Heads (discipline coordinators or others) responded to the survey. For a full list of respondents see Appendix 2 of this report. For a full list of survey questions see Appendix 2 of the [Final Report](#).

Workloads

Every program has a workload formula. Most seem to be determined by the school or faculty, rather than at program level. There is a very wide variation in how workloads are calculated. Most programs seem to use a points-based model, which allocates points based on teaching, research and administrative responsibilities. Other variants include a face-to-face contact hours model and a model that requires staff to teach and assess a certain number of students per semester. The points-based models seem better able to take into account activities other than teaching, such as research and administration.

There is a very wide variation in weekly contact hours, ranging from a low of 4 at La Trobe University to a high of 12 at Swinburne University and Australian Catholic University. In most programs, contact hours appear to be in the range of 6-8 hours.

Half of the programs report that all staff are expected to carry out the same teaching workloads, regardless of level or research performance. The other half seem to have workload reduction schemes in place for staff who are very active researchers or who carry a heavy administrative load.

⁴ It is important to note that the data on philosophy staff sourced from DEEWR used by Hugo (2008) is coded to Academic organisational unit and does not reflect philosophy programs nor include all of them. In order to get a more accurate picture of age for staff in philosophy programs further data would need to be requested from philosophy programs.

Professional development

University of Newcastle and Swinburne University appear to be the only universities without performance review programs in place. Information from Swinburne indicates that a performance review program is about to be implemented.

Most universities appear to require new staff to undergo compulsory teaching and learning induction. This seems to vary from relatively informal induction programs to full semester diploma courses at Monash University.

Most universities seem to require casual staff to undertake some kind of teaching induction program. In many places this seems to be compulsory.

Casual staff

Most casual staff are drawn from postgraduate students, and the majority of programs report using current postgraduates, though casual staff are also drawn from former postgraduates and postgraduates from other programs. Some casual staff are drawn from retired staff. In answer to the question: Where do your casual staff mostly come from?, 83 per cent (19/23) responded Current postgraduates; 61 per cent (14/23) Former postgraduates; 48 per cent (11/23) postgraduates from other programs and 22 per cent (5/23) Retired staff. A majority of programs (16/23) reported drawing casual staff from more than one of these categories.

Less than half the programs surveyed noted that they had experienced difficulties in finding suitably qualified people to cover casual teaching. In response to the question: Have you had any difficulties hiring qualified casual staff?, 43 per cent responded Yes⁵ (10/23) and 57 per cent (13/23), No. Stated areas in which difficulties were experienced were logic (2); philosophy of maths (1); all areas (2); regional campus (2).

General Comments

Very few comments were provided here. Those that did respond predominantly complained of increasing workloads, budget stringencies and fears about their ability to replace retiring staff. Only Monash mentioned gender balance as an issue that needs to be addressed, although gender inequities persist in many philosophy programs. Monash also seem to have clear plans in place for the development of specific teaching and research areas in future appointments in the program.

Teaching/Research nexus

Philosophy, unlike some other subjects, requires a close connection between teaching and research. In order to teach well, an academic needs to be an active researcher with detailed knowledge of the debates in the relevant field. In part, teaching philosophy requires doing philosophy in the classroom and not simply explaining how to understand previous research. Students don't just *learn about* philosophy, they *philosophize*.

⁵ One response received noted difficulties occasionally; this was counted as a 'YES'.

Students who become enthusiastic and pursue philosophy in a major and into honours, are most often inspired by the teaching of active researchers. There is evidence that those programs that are research active have larger numbers of students at undergraduate and postgraduate levels. Some smaller programs with fewer active researchers may find difficulty sustaining upper level and research postgraduate enrolments.

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APPENDIX 1: LIST OF AUSTRALIAN PHILOSOPHY PROGRAMS included in the AAP Benchmarking collection

- School of Philosophy, Faculty of Theology and Philosophy, [Australian Catholic University](#)
- Philosophy Program, School of Cultural Inquiry, [Australian National University](#)
- School of Philosophy, Research School of Social Sciences, [Australian National University \(RSSH\)](#)
- Discipline of Philosophy, School of Humanities, [University of Adelaide](#)
- Philosophy, School of International and Political Studies, [Deakin University](#)
- Program of Philosophy, School of Humanities, [Flinders University](#)
- Philosophy and Ethics, Arts, Languages and Criminology, [Griffith University](#)
- Philosophy, School of Communication, Arts and Critical Inquiry, [La Trobe University](#)
- Program of Philosophy, Faculty of Arts, [Macquarie University](#)
- Philosophy and Bioethics, School of Philosophical, Historical & International Studies, [Monash University](#)
- Philosophy Program, School of Social Sciences and Humanities, [Murdoch University](#)
- Philosophy, School of Philosophy, Anthropology and Social Sciences, [University of Melbourne](#)
- Philosophy and Religious Studies, School of Humanities and Social Science, [University of Newcastle](#)
- Philosophy, School of Humanities, [University of New England](#)
- School of History and Philosophy, Faculty of Arts and Social Sciences, [University of New South Wales](#)
- Philosophy, School of History, Philosophy, Religion and Classics, [University of Queensland](#)
- Philosophy and Cultural Inquiry, Faculty of Life and Social Sciences, [Swinburne University of Technology](#)
- Program of Philosophy, School of Philosophical and Historical Inquiry, [University of Sydney](#)
- School of Philosophy, Faculty of Arts, [University of Tasmania](#)
- Discipline of Philosophy, Faculty of Arts, Humanities and Social Sciences, [University of Western Australia](#)
- Philosophy Program, School of English Literatures & Philosophy, [University of Wollongong](#)

APPENDIX 2: LIST OF PHILOSOPHY PROGRAMS that participated in the survey

- School of Philosophy, Faculty of Theology and Philosophy, [Australian Catholic University](#)
- Philosophy Program, School of Cultural Inquiry, [Australian National University](#)
- Discipline of Philosophy, School of Humanities, [University of Adelaide](#)
- Discipline of Philosophy, School of Behavioural & Social Sciences & Humanities, [University of Ballarat](#)
- Philosophy, School of Humanities, [Bond University](#)
- Philosophy, School of Humanities and Social Sciences, [Charles Sturt University](#)
- Philosophy, School of International and Political Studies, [Deakin University](#)
- Program of Philosophy, School of Humanities, [Flinders University](#)
- Philosophy, School of Communication, Arts and Critical Inquiry, [La Trobe University](#)
- Program of Philosophy, Faculty of Arts, [Macquarie University](#)
- Philosophy and Bioethics, School of Philosophical, Historical & International Studies, [Monash University](#)
- Philosophy Program, School of Social Sciences and Humanities, [Murdoch University](#)
- Philosophy, School of Philosophy, Anthropology and Social Sciences, [University of Melbourne](#)
- Philosophy and Religious Studies, School of Humanities and Social Science, [University of Newcastle](#)
- Philosophy, School of Humanities, [University of New England](#)
- School of History and Philosophy, Faculty of Arts and Social Sciences, [University of New South Wales](#)
- School of Philosophy and Theology, [University of Notre Dame](#)
- Philosophy, School of History, Philosophy, Religion and Classics, [University of Queensland](#)
- Philosophy and Cultural Inquiry, Faculty of Life and Social Sciences, [Swinburne University of Technology](#)
- Program of Philosophy, School of Philosophical and Historical Inquiry, [University of Sydney](#)
- University of Western Sydney
- School of Philosophy, Faculty of Arts, [University of Tasmania](#)
- Discipline of Philosophy, Faculty of Arts, Humanities and Social Sciences, [University of Western Australia](#)
- Philosophy Program, School of English Literatures & Philosophy, [University of Wollongong](#)