

# Academic Program Review

## Self-Study

Philosophy Department, University of San Francisco

September 10, 2013

*Second Compilation*

# **I. Departmental Mission, History and Goals**

## **A. Mission**

Executing its mission, the philosophy department fosters philosophical thinking at USF by providing intellectually engaging majors and minors for students, offering excellent courses in the Core, and supporting the philosophy faculty and students in the creation of a learning community. Philosophy grounds education in the Jesuit, Catholic tradition. The department upholds that tradition in the major, minor and Core curriculum. Consonant with the University's mission, the philosophy department offers diverse courses to educate, "men and women for others."

## **B. History**

The department plays a major role in the Core curriculum, offering 8 units (of a total of 44, thus 18%) to all undergraduates. It also maintains a vibrant philosophy major with approximately 50 students and an additional 30 in a philosophy minor. One significant change since the previous program review (2005/2006) concerns our faculty. Our esteemed colleague Professor Arisaka relocated. We were honored to add Professors Oele (Associate Professor, tenured), Spencer (Assistant Professor, tenure track) and Kuperus (term) to our ranks. Our curriculum has undergone several minor revisions since our previous program review (e.g., with the addition of logic as a requirement, it now has 44 instead of 40 units). While we do not see anything specific on the horizon, history suggests that we will continue to make modest revisions. Complementing the major role that philosophy plays in the Core, faculty regularly teach in (and chair or have chaired) many interdisciplinary programs in the College of Arts and Sciences, including the African American Studies program, the Asian American Studies Program, the Latin American Studies Major, the Environmental Studies Program, the Center for the Pacific Rim, the First Year Students Seminar Program, the Critical Diversity Studies Program, the (new) Global Humanities Program, the Gender and Sexualities Studies Program, the Honors Program in the Humanities, the Leo T. McCarthy Center for Public Service and Common Good, and the Saint Ignatius Institute.

The previous academic program reviewers (2006) made two principal recommendations. First, that we hire more faculty. Second, that we, “institute a more reliable, consistent, informative advising system.”

With respect to the first recommendation, the reviewers regarded the hiring of at least one more fully-time tenure track member as, “essential”. For the department did not have “sufficient full time faculty,” particularly given our major contribution to the Core. It continues to be the case that the bulk of Core area d-3 courses (Ethics/Moral Theology, an area shared with Theology and Religious Studies/THRS) are taught by the Philosophy department. In 2006 we had ten tenured/tenure-track members; today, we have eleven, but our most senior colleague, Ray Dennehey, is in the process of retiring, so we are down to ten. While we regard our numbers as insufficient, we note that we succeeded in adding one (t/tt) member to our department. We do remark, however, (indeed, the following disconcerts us) that while in the Spring of 2006 the USF undergraduate body totaled 4,266, it now totals 5,766, an increase of 1,500 students, or 35%! Thus, in hiring one additional member we took one step forward (a 10% increase, and that in the hope of catching up to where we ought to have been). Nonetheless, in adding 1,500 students, we took three and a half steps backwards (a 35% decrease). So, we find ourselves significantly worse off (to be precise, a quarter worse off) *vis-a vis* our need for faculty as we stood in 2006. Adjunct faculty outnumber full time members 2 to 1 (for Core SCH, please see section II.C, the Core Curriculum). Our need for additional faculty members also affects our ability to deliver high-quality advising to our students that we have been providing.

We have taken numerous measures to address the above-noted second recommendation concerning advising. (We note that the College more generally has aided this effort in its addition of an advising-hold prior to registration and a web-based advising system. The advising hold tends to prompt students to seek out their advisors actively.

Correspondingly, the system readily shows the faculty member the names and contact information of advisees.) We employ the College’s new web-based system. Our use of this system allied with collegial encouragement by the Chair to contact our advisees pre-registration insures a highly-functioning system of advising. Additionally, prior to registration, we actively disseminate a departmental newsletter that contains detailed descriptions of upcoming course-offerings. Similarly, we maintain a departmental web-site that has detailed information concerning requirements for the major and minor. We consider the reviewers’ concerns regarding advising resolved.

Albeit too small given its weighty duties, our department flourishes. It exemplifies collegiality while offering one the opportunity to excel in teaching, research and service. We count ourselves indeed fortunate to number amongst its faculty.

### **C. Goals**

We teach students to philosophize. We do so by giving them an excellent grounding in the fundamental subjects, key movements, and central figures in the history of philosophy. We emphasize the development of superior reading, writing, and critical thinking skills. By means of our major, we prepare students well for graduate school. We attract diverse students to philosophy, maintain a diverse faculty, and offer diverse courses. We gladly sustain the crucial role of philosophy in the Core with intellectually engaging courses in areas D-1 and D-3. As noted, to achieve these goals, we require more full-time faculty.

## **II. Curriculum**

### **A. The Program**

The Department offers a Major and a Minor, along with an Honors Thesis in Philosophy. The Major in Philosophy requires the completion of 44 units in philosophy (four required 4-unit courses and the equivalent of seven 4-unit electives). As is the case throughout the College of Arts & Sciences, these courses require a minimum enrollment of twelve, though exceptions are available. Seminars have a maximum enrollment of twenty, while some of the required courses may have a maximum enrollment of thirty.

Two of the required courses cover the History of Philosophy:

“Ancient & Medieval Philosophy” (310) examines the origins of Western Philosophy with the Greeks, and Medieval developments of it by Islamic, Jewish, and Christian thinkers;

“Modern Philosophy” (312) focuses on knowledge and political community as philosophy changed in tandem with the revolutionary changes that occurred in science and politics.

Two others cover additional fundamentals of philosophy.

“Ethics for Majors” (315) treats both ethical theory and social issues (and serves to fulfill

the Core D3 Ethics requirement as well);  
“Logic” (319) introduces students to modern symbolic logic.

Depending on enrollment needs, each of these courses may be taught every semester, but more typically are taught once per year (310 and 319 in Fall; 312 and 315 in Spring).

The remaining Philosophy electives may be chosen from a wide variety of courses. While students may take up to two Core-designated courses that are offered to all University undergraduates (this accounts for courses already taken by students prior to declaring as a Philosophy Major), at least five electives will be at the 300- and 400-level. Examples of recently taught elective courses include “Analytic Philosophy” (405), “Topics in Ethics: Absolutism vs. Consequentialism” (484), and “Topics in the History of Philosophy: Plato’s Later Dialogues” (482). In fulfilling the Major, students learn both historical roots and development of Western philosophy, as well as current trends in and directions of philosophy.

Elective content is almost entirely up to the individual faculty members who are in line for teaching seminars any particular semester. However, the Chair makes some effort to steer faculty into courses that do not overlap and that provide genuine alternatives for students taking more than one course. Courses may fall (roughly) into five categories:

### **I. Historical Figures**

Plato (Torre, Phil 482, Fall 2008, Fall 2013)

Albert Camus (Paris, Phil 482, Fall 2009)

Aristotle, Aquinas, Dante (Cavanaugh, Phil 482, Spring 2011)

Jacques Maritain (Torre, Phil 382, Fall 2012)

Aristotle and Heidegger (Oele, Phil 380, Fall 2012)

### **II. Historical Periods:**

Postmodernism (Paris, Phil 406, Spring 2010)

Pragmatism (Stump, Phil 403, Spring 2010)

The Enlightenment (Taylor, Phil 482, Spring 2011)

Analytic Philosophy (Stump, Phil 405, Spring 2012)

Phenomenology (Paris, Phil 402, Spring 2013)

### **III. Morality & Ethical Issues:**

Abortion and Euthanasia (Dennehy, Phil 484, Fall 2009)

Philosophy of Law (Vargas, Phil 371, Spring 2012)

Boundaries of Justice (Sundstrom, Phil 381, Spring 2012)

Absolutism vs. Consequentialism (Cavanaugh, Phil 484, Spring 2013)

War and its Effects on Society (Taylor, Phil 380, Spring 2013)

### **IV. Science, Knowledge, Mind, & Reality:**

Comparative Philosophy of Mind (Kim, Phil 362, Fall 2009)

Moral Psychology (Vargas, Phil 339, Fall 2011 & 2012; Kim, Phil 484, Fall 2010)

Embodiment (Kim, Phil 380, Spring 2010)

Science & Objectivity (Spencer, Phil 480, Spring 2011)

Philosophy of Biology (Spencer, Phil 380, Spring 2012)

Philosophy of Knowledge (Dennehy, Phil 316, Fall 2012)

### **V. Philosophical Movements:**

Modern Asian Political Philosophy (Kim, Phil 483, Fall 2008)

African American Philosophy (Sundstrom, Phil 343, Spring 2009)

Philosophy & Activism (Dennehy, Phil 380, Fall 2010)

Feminist Thought (Taylor, Phil 335, Spring 2011)

The Major underwent a small program update in Fall 2012. In the previous iteration of the major, students were required to balance 9 of their (typically) 10 courses across three areas, which we had named “History,” “Values,” and “MEAP” (for Metaphysics, Epistemology, and Analytic Philosophy). However, it was found that the Department offered too few courses to effectively steer students into these area courses as we had hoped, and exceptions became the rule. Similarly, faculty interests challenged the strict tripartite grouping, with course content overlapping areas. As a consequence, the area requirements were eliminated. Additionally, the Program no longer specifies a minimum number of 400-level courses. An analysis of these courses over time showed that they were not being taught differently from (some) 300-level courses, nor did faculty think that existing 400-level courses ought to be treated distinctly as a rule. This leaves us with the flexibility regarding course offerings listed above.

A course map (designed about 5 years ago, when program outcomes were developed in line with then-current interpretation of WASC guidelines and university identity) identified the role played by various courses under the older iteration of the major. While it continues to be the case that Program Outcome #1 (“Students identify primary philosophical themes found in the writings of major philosophers”) is achieved in the required foundational courses 310, 312, 315, and now also 319, Outcomes #2 (“Students write historical and argumentative essays on central philosophical issues”) and #3 (“Students develop philosophical arguments using methods originated by historical and contemporary philosophers”) are now achieved by each of the 7 elective courses, to one or another extent.

The total number of majors enrolled in the program has remained relatively stable at just over 50 for the past five years, with an additional 25 minors. Over 80 students have graduated with a degree in Philosophy in the past 5 years, at a rate of about 15-20 per year. While there is no evidence of any decline in number of enrollments, there has been a decline in SCH for majors and minors, which has dipped below 700 in 2012-13 for only the second time in six years. The likely explanation for this is a combination of (1) an unusually large graduating class in Spring 2012 along with (2) increased courses being counted toward the major and minor from the Honors Program in the Humanities (HPH) and the St. Ignatius Institute (SII); when these courses are taught by Philosophy Professors, many of them are now automatically slotted as Program electives. In addition, we have recruited many current students from SII, where they may already have fulfilled an equivalent for one or more required Program courses.

Because of the increase in courses counted toward Program degree requirements from other programs, the Fall 2012 program update increased the total number of required units to the degree from 40 to 44. No data from this change is yet available, since most current students are still subject to the “old” degree requirements. The minor was left unchanged.

The Philosophy Department offers its majors the opportunity to receive Honors in Philosophy. This is open to philosophy majors only if they have maintained an overall GPA of 3.3 at USF, and an overall GPA of 3.75 (Magna Cum Laude) in Philosophy. It requires the writing of an honors thesis of roughly forty pages in either semester of their final year. Success in proposing, writing, and publicly defending such a thesis is noted on the transcript and is intended for inclusion in the graduation program. The Honors thesis option is utilized by less than one student/year.

Historical evidence indicates that the major prepares students well for those graduate departments that value the history of philosophy. More recently, due to changes in the national pattern of graduate enrollments, more students have enrolled in MA programs to test out their possible transition to a Ph.D. program, while at the same time increasing their competitiveness. It typically graduates one to two students a year who eventually pursue graduate philosophical studies; others pursue advanced training/degrees in Law, Business, Creative Writing and Fine Arts, and Education. In the last decade, graduates have been admitted to and have attended philosophy doctoral programs at Purdue University, Notre Dame University, the University of Oregon, and Texas A&M, among others. They have attended Master’s Programs at San Francisco State University, SUNY Stony Brook, Milwaukee-Wisconsin, Miami University of Ohio, and the New School for Social Research, among others. They have attended and completed non-philosophy degrees at Harvard University, University of Miami, Columbia University, and the University of Chicago, among others.

## **B. The Minor**

Given their Core-curricular requirement of taking what often amounts to two philosophy courses (please see Core Curriculum, below), students need take only three additional courses to receive a Minor in Philosophy. The Minor requires the completion of 20 units (the equivalent of five 4-unit courses) in philosophy. Students minoring in philosophy will automatically satisfy their Core Curriculum Philosophy and Ethics requirements.

Students typically declare a Minor in Philosophy after having taken a Core D1 Philosophy or Core D3 Ethics course. However, it is not necessary to enroll in any 100- or 200- level courses in



Philosophy, and students interested in declaring a Philosophy Minor may enroll in 310 (Ancient & Medieval Philosophy) to satisfy their Core D1 Philosophy requirement, and 315 (Ethics for Majors) to satisfy their Core D3 Ethics requirement. To round out the minor, they take three additional electives. As with the major, some courses in Politics, HPH, or SII may also count toward a philosophy minor.

Students completing a minor have on average a higher GPA (3.52 vs. 3.27) than those completing the major. Students completing the minor tend to be those who are excelling in another program and seek the additional challenges of philosophy.

### **C. The Core Curriculum**

The Core Curriculum (General Education) requirements for every USF undergraduate mandate that one Philosophy course be taken (referred to as Core, Area D1). In fulfillment of this Core Curriculum requirement, the Department regularly offers a repertoire of courses comprised of 110 Great Philosophical Questions; 202 Philosophy of Religion; 203 Social & Political Philosophy; 204 Philosophy of Science; 211 Ancient Philosophy; 230 Phil of Human Person; 251 Mind, Freedom & Knowledge; 253 Problems in Democracy; and 256 Existentialism.

The Core Curriculum requirements for every USF undergraduate also mandate that one Ethics course be taken (referred to as Core, Area D3). This Core requirement may be satisfied by taking an approved D3 course offered by the Theology and Religious Studies Department or by taking a relevant course offered by the Philosophy Department. (The majority of students opt to take a course offered by the Philosophy Department.) In fulfillment of this Core Curriculum requirement, the Department regularly offers a repertoire of courses comprised of: 240 Ethics - General Issues; 240 Ethics - Business Issues; 240 Ethics - Gender Issues; 240 Ethics - Environmental Issues; 240 Ethics - Bio-medical Issues; and 241 Ethics - Service Learning. Most of the offerings are the General Issues Ethics course, since course instruction is primarily by Part-Time faculty who may lack specialized knowledge or interest in teaching the other sections (or, scheduling variability may make it difficult to predict which Part-Time faculty will teach a specific section, requiring that they be left to the General Issues more often than not).

The Core requirements for every USF undergraduate also require that students take one course having a Service-learning (SL) component and one course having a Cultural Diversity (CD) component. Accordingly, the Philosophy department offers courses that have these components: e.g., 275 Prisons and Punishment (SL), 231 Phil of Race (CD), 275 Asian American Philosophy (CD), and 242 Latin American Philosophy (CD).

In keeping with the increased enrollments at USF, Core SCH have increased from 8,292 (in 2008-09) to 10,372 (in 2012-13), an increase of just over 25% in 4 years. All of this increase has been taken up by Part-Time faculty, since there has been no corresponding increase in Full-Time faculty; on the contrary the number of Core courses taught by Full-Time faculty have actually declined due to more of the faculty teaching in other programs, along with the high rate of national and local fellowships, awards, and administrative positions that have decreased teaching loads for Full-Time faculty. It is important to note, however, that some of the Full-Time faculty have re-positioned the type Core courses they offer by teaching Freshman Year Seminars and the Students in Transition courses (for first year transfer students).

#### **D. Advising**

All members of the department advise students. The Chair keeps a spreadsheet of all Majors and Minors along with their Advisor. These Advisors are also updated formally in the Banner system (the University's administrative computer system) on an annual basis by the department Program Assistant. Students are provided the opportunity to change their Advisor should they choose, though initial attempts to "match" students to faculty are often successful. When faculty are on leave or sabbatical, the Chair temporarily re-assigns advising duties to another Advisor.

Advising no longer occurs serendipitously. The Chair forwards a list of Advisees to all department faculty some weeks before pre-registration each semester. Students have an "Advising Hold" placed on their account, so they are required to make contact with their faculty Advisor in order to have the hold lifted. At this time, their progress, both in the major as well as their overall graduation requirements, is reviewed. Since establishing this system, students have reported an increased level of comfort with their understanding of their progress in the program, and have been better able to prepare for graduation.

Each semester, the department distributes to majors and minors a list of relevant course descriptions of the up-coming semester's offerings. These courses are, as noted above, much more specific than the catalog descriptions, and often pique student interest. Faculty members have regular posted weekly office hours, and many faculty increase the number of hours in the weeks prior to pre-registration.

#### **E. Academic Quality**

The faculty esteem the overall quality of the program while keeping a constant, watchful eye on areas for improvement. It is this watchful eye, and the best evidence we could gather, that led to: the reasonable upgrading of the major degree program; a shift from the Ethics Coordinator to a Part-Time faculty coordinator; alterations to the rotation system for faculty seminars; taking advantage of opportunities to co-teach courses in the SII and HPH Programs. There remain longstanding items on the agenda: increasing the repertoire of service-learning designated classes for the Core; updating the Honors Thesis option so that it is a more compelling, and useful, option for our best major students; finding ways to conjoin courses with additional degree programs from Psychology and Politics to English and History. We have successfully maintained and even extended our repertoire of course-offerings to achieve balance between the perennial and the novel in philosophy.

### **III. Student Learning Assurance**

#### **A. Summary of Assessment Results**

Outcomes for our individual courses. The Faculty in our department declare the learning outcomes for their individual courses on the syllabi for those courses. Ideally, both sorts of outcomes admit of assessment. It will be helpful to list the Philosophy Department's Program Learning Outcomes and our Goal in order to discuss how we assess success in achieving them.

#### **Philosophy Program Learning Outcomes:**

1. Students identify primary philosophical themes found in the writings of major philosophers.
2. Students write historical and argumentative essays on central philosophical issues.
3. Students develop philosophical arguments using methods originated by historical and contemporary philosophers.

**Philosophy Program Goal:** To think philosophically on the meaning of one's life, the conceptual foundations of belief, and the nature of self and responsibility.

**Goal Defined:** Students read, discuss, and analyze in writing (1) philosophical problems (ontology of self and other; metaphysics of action; possibility of knowledge; origin and value of ethical systems; and concern for social justice), and (2) major figures and eras in the history and present of philosophy (ancient, medieval, modern, post-modern, and contemporary).

We employ various methods to assess the department's success in achieving the above program learning outcomes. These methods relate to the relevant students assessed; namely, majors, minors, or students satisfying Core curriculum requirements. The philosophy major has been carefully designed so that students who successfully complete the required courses meet our expectations with regard to program learning outcomes.

Students majoring in philosophy are required to take two courses in the history of philosophy, one covering ancient and medieval philosophy, and a second course on the philosophy of the modern period (paying attention to scientific and political developments). The ethics course for majors examines ethical theory and gives students the opportunity to read some of the major works in moral philosophy from the philosophical tradition. This ethics course also focuses on social issues in a way that ensures that students grapple with the relation between ethical theories and the moral issues that confront us. Majors are also required to take a logic course. With these four required courses and seven electives, two of which may be lower-division while the remaining five must be upper-division, majors develop specific philosophical abilities in analysis and critical evaluation, writing and oral presentation of philosophical arguments and inquiries. Students demonstrate development of philosophical ability and knowledge through writing required essays, sitting for exams, and delivering oral presentations.

Students minoring in philosophy must fulfill their D1 Core but are strongly encouraged to take "Ancient and Medieval philosophy" to meet that requirement. Likewise, they must fulfill their D3 Core requirement, but are strongly encouraged to take "Ethics for Majors." Additionally, they are also required to take three upper-division philosophy electives. Thus, minors also master debates and questions important to the philosophical tradition. They also must acquire command of important ethical theories while demonstrating awareness of the relation between such theories and moral practice in the world.

## **B. Changes to Program Based on Evidence**

The University requires all undergraduates to take a course in ethics (either Philosophical or Theological, the majority opt for Philosophical Ethics, for the Core D3 requirement) and one Core course in philosophy (for the Core D1 requirement). To ensure the success of these courses we have made available to faculty specific matrices that pair each stated learning outcome with an assessment procedure (typically written work in either papers or exams, oral presentations, and other evidence of student participation); a statement of the results of assessment; action plans as needed to improve the course or student learning; and observations that will be helpful in future course planning and development.

The department believes it has met its objectives to a significant degree. We have a carefully designed major and minor program, and we regularly discuss what is or is not working and plan accordingly to make improvements as needed. Our department has successfully delivered the University Core D1 (philosophy) requirement to all of the undergraduate students and the vast majority of the Core D3 (ethics) requirement. For example, during the 2012-2013 academic year, we offered 41 sections of D3 courses, while Theology and Religious Studies only offered 10. We have a wide and interesting array of ethics and other Core courses, all designed to ensure that students develop skills in writing, critical analysis, and evaluation. We maintain high standards in all of our course offerings. In doing this, our department performs a vital service to USF by delivering key components of its liberal arts requirements and elements of its values defined in USF's Mission and Values statements.

In addition to completing and reviewing the assessment matrices for Core courses, the department has several mechanisms for determining whether individual courses are meeting their stated learning outcomes. We regularly discuss the major and the required courses for students and make adjustments as needed.

For example, as part of the Western Association of Schools and Colleges review in 2008 we assessed our program and refined the rubrics for the classes in our major and for the courses we offer that satisfy Core credit. The goals and timeline of that review follows:

- (1) *May 2009*: The department met to assess Outcome #1: How do Core philosophy courses establish effective standards for students' primary understanding of the issues of the field, and preparing them for success in more advanced courses? We discussed the use of individual course rubrics, and the alignment of course methodologies among cohort courses as well as subsequent course iterations.
- (2) *May 2010*: The department met to assess Outcome #2: How do area and themed

philosophy courses establish effective standards for students' skills in analysis, explanation, and logical reasoning? We discussed the existing use of area distribution requirements and introduced the use of self-reporting assessment tools.

(3) *May 2011*: The department met to assess Outcome #3: How do advanced and seminar courses establish effective priorities for research and argumentation skills? We discussed the use of an embedded assessment technique and the possible use of portfolio assessments.

Partially to ensure that their courses meet the stated learning outcomes, we instituted the position of Part-Time Faculty Coordinator, a full-time faculty member responsible for meeting regularly with the adjunct instructors.

The University provides us with models that facilitate our understanding of the development of program and course learning outcomes as well as assessment procedures. At the same time, we must note that in studying philosophy, students primarily develop abilities in the analysis and evaluation of arguments or philosophical positions, as well as abilities in reading and interpreting difficult texts. We call upon students to develop their own positions and to defend those through argument. Our discipline therefore differs from those that impart information and facts, or more objectively measurable skills. As philosophers, we frequently assess the quality of students' writing, where that quality reflects a development of the abilities noted above. We think it important to bear in mind that this qualitative assessment will likely not reduce to the kind of quantitative measurement that some other disciplines may be able to employ.

We communicate program expectations to students in various ways. The requirements for the major and minor are clearly stated and are accompanied by a statement of our program learning outcomes. Individual course learning outcomes must appear on course syllabi, in addition to a clear statement of course requirements. Our Faculty generously makes their time available to students to ensure that discussion can take place regarding concerns in meeting program learning outcomes.

### **C. New 3-Year SLA Plan**

Following the timeline we previously followed for assessing our program for the University Core, over the next three years we will review our outcomes and assess how our foundation

courses (those that fulfill the requirements for our major and minor) have met are goals set forth in our Program Learning Outcomes and our Program Goal. We are satisfied with the results and the process of our WASC review. In the following years we will meet to consider how we are meeting our Program Learning Outcomes and our Program Goals.

- (1) *May 2014*: The department will meet to assess how our foundations courses are meeting our Program Learning Outcomes.
- (2) *May 2015*: Given our discussion from 2014, we will meet to assess any changes we may have made, and to address any issues or concerns that were raised from the previous review.
- (3) *May 2016*: The department will repeat the above process of assessing how our foundation courses are meeting our Outcomes and any changes we may have made.

## **IVa. Faculty, Part I**

### **A. Demographics**

The USF Department of Philosophy has 11 tenure-line faculty members, one full time term member, and adjuncts that outnumber full time faculty by nearly 2:1 (so, roughly 20 adjuncts). One of our longest-serving Full-Time Faculty members is in process of returning, so by 2015 we will have 10 tenure-line faculty members. In what follows, “faculty” should be understood to refer to tenure-line faculty, unless otherwise stated. Five faculty members are Full Professors, five are Associate Professors, and one is an assistant professor. Two of 11 members are women, both are tenured (one Full, one Associate). The department also includes one African-American philosopher, one Asian-American philosopher, one Hispanic/Latino philosopher, and one who is mixed race.

The Philosophy Department is one of the most visible, productive, and awarded departments at USF. There is virtually no College-wide or University-wide research or teaching award at USF that has not been won by philosophy faculty. Philosophy faculty have also won a variety of national awards and been very active in the profession, whether via publication, editing journals, serving on APA committees, organizing conferences, or participating in a wide range of professional societies and disciplinary organizations.

### **B. Teaching**

The faculty have an unusually wide range of interests and teaching expertise. Courses offered by the department include the history of philosophy (especially ancient and modern), philosophy of science, ethics, philosophy of action, political philosophy, philosophy of law, aesthetics, philosophy of race and gender, Asian & Asian-American philosophy, Latin American philosophy, and early 20<sup>th</sup> century Continental philosophy. In many cases, faculty interests overlap so that there are multiple faculty members who can teach in a given area.

Teaching assignment of major courses are distributed on a rotating basis, so that over time faculty have roughly equal access to teaching courses to majors.

Faculty tend not to be territorial about classes, and there is considerable flexibility in what faculty teach. As a consequence, department members are generally happy about their course repertoire. Many faculty have developed classes that correspond to their interests, both as elective within the major and as part of the Core curriculum.

Philosophy faculty have taught an astonishing range of the university's curriculum, including in the following units: the African American Studies program, the Asian American Studies Program, the Latin American Studies Major, the Environmental Studies Program, the Center for the Pacific Rim, the First Year Students Seminar Program, the Critical Diversity Studies Program, the (new) Global Humanities Program, the Gender and Sexualities Studies Program, the Honors Program in the Humanities, the Leo T. McCarthy Center for Public Service and Common Good, and the Saint Ignatius Institute.

Although faculty often share experiences and syllabi from their classes, there is no formal oversight mechanism that evaluates individual teaching methods. The level of difficulty of the classes varies a bit, depending on the level of the course and instructor of the course, but gross differences in difficulty seem to be relatively rare.

Many faculty make use of Blackboard (although USF just selected a new provider) and make use of online technologies in their class. There is a department-wide policy to use Turnitin.com for all papers submitted to philosophy courses, unless faculty petition to use some other method.

Overall teaching effectiveness is monitored through individual advising sessions with majors (all faculty perform student advising; upon becoming a philosophy major, students are assigned to a faculty member for advising), seminars that built on learning and writing strategies from earlier courses, and through adherence to the learning outcomes and assessments methods described elsewhere in the document.



Faculty are encouraged to participate in faculty development workshops, including those sponsored by the Center for Teaching Excellence, and faculty are typically only hired at USF if they have already demonstrated a record of teaching excellence. Faculty also mentor students and provide directed studies according to student requests and individual faculty willingness.

### **C. Research**

Most faculty in the department have extensive publication track records. Several faculty members are very active on the conference circuit, and many faculty members have spent sabbaticals or research leaves with appointments at other universities, including Harvard, Stanford, Caltech, and the University of Pittsburgh.

Faculty members publish in a wide range of areas, reflecting the very diverse interests of department members (please see individual faculty bios or CVs for more information). However, there are several areas of strength in the department, in which there are multiple faculty members who work in those areas. The longest-standing area of strength is Catholic and Thomistic thought, in keeping with the historical tradition of Jesuit universities. There is also a significant collection of faculty members with an expertise in philosophy of race, social and political philosophy, and in philosophy of science.

The department is generally quite happy with its intellectual diversity, and there is no sense of a need for the department to fit any of the standard models of what philosophy departments in the United States tend to look like. There is some shared sense that it would be good to have both someone who works in some subset of analytic philosophy of language, mind, metaphysics, and epistemology, as well as someone who specializes in 19<sup>th</sup> century European philosophy. However, future areas of expertise in the department will depend on being given more faculty lines, and on our ability to attract excellent teacher-scholars.

The service culture of USF tends to impinge on faculty productivity, with extensive committee work opportunities being presented to faculty at all career stages. Moreover, the lack of enthusiasm by the administration for hiring more dedicated full-time support staff means that a good deal of work that could be done by support staff (especially in light of the extensive conference-hosting and conference-attending disposition of philosophy faculty) is getting done by tenure-line faculty members. Moreover, the “three course” semester (which occurs every other year) tends to be a significant drag on the productivity of research-active faculty.

Nevertheless, it is probably fair to say that, as a whole, the department regularly exceeds university-wide standards of research accomplishment, if internal and external awards are any measure.

#### **D. Service**

Faculty members perform extensive service to the university and the profession.

At the university level, faculty have served on the USFFA Policy Board, the Arts Council, the College Council, the Peer Review Committee, the Faculty Development Fund Committee, the Curriculum Committee, the Humanities Advisory Board, and so on. Faculty have also been involved in, frequently playing a leadership role, in other campus units, including African American Studies, Gender and Sexualities Studies, Asian American Studies, the St. Ignatius Institute, the Honors Program in the Humanities.

With respect to the profession, faculty have served on the APA Board of Directors and a multitude of APA Committees, served as editor of a prominent journal, done extensive refereeing for journals in the profession, organized dozens of conferences (including hosting several national conferences), run or participated in regional readings groups, and so on. Again, reviewers are encouraged to consult individual CVs for details.

Department faculty have also organized and run a large number of conferences, with national and international scope, and the regular hosting of conferences is a recurring source of service activity in the department.

#### **E. Relationships with other Departments and Programs**

The department collaborates with many interdisciplinary minors and programs (usually, but not exclusively in the form of cross-listed courses), and this is generally viewed as a positive thing by the department. Faculty teach or have regularly taught courses in African America Studies, Gender and Sexuality Studies, the St. Ignatius Institute, the Honors Program, the Center for the Pacific Rim, the International Studies Major, the McCarthy Center, Latin American Studies, the psychology department, and the School of Law.

Collaboration with other departments (in teaching and curricular offerings) is typically a function of individual initiative and interest, rather than a matter of standing policy by the department or university.

## **F. Recruitment and Development**

The department has at least two clear areas of need, and we were approved to fill one of those areas in 2008 when a hiring freeze aborted that search. We have not been subsequently approved to fill that (or any other need).

No faculty members have announced their intention to retire, although the faculty member who has been teaching the longest at USF is Professor Ray Dennehy.

Junior faculty professional growth is fostered informally via the department chair and individual faculty members. More formally, junior faculty have an annual review meeting with the Dean (the “ACP meeting”). Service appointments are developed both individually and via consultation with the Dean and the department chair. Information and expectations are communicated through departmental meetings and in informal discussions.

## **IVb. Faculty, Part II, bios only**

**Thomas Cavanaugh** regularly teaches Ethics and Ancient and Mediaeval in the department. In the Core, he regularly teaches in the first year seminar program (Core area d-1). Recently, he has begun teaching in the Honors program. Professor Cavanaugh has a book entitled *Double-Effect Reasoning: Doing Good and Avoiding Evil* (Oxford: Clarendon Press, 2006). He continues to publish on double effect while working on a longer-term project concerning the Hippocratic oath. Having joined the department in 1994, Professor Cavanaugh advanced to Full Professor in 2005. He has served the department as Chair and as Ethics Coordinator. The University of Notre Dame conferred the Ph.D. upon him; Thomas Aquinas College awarded him the A.B. in Liberal Arts.

**Raymond Dennehy** was born in San Francisco in 1934 and is a Professor of Philosophy. After serving in the U.S. Navy aboard the heavy cruiser, USS Rochester (CA 124) as a radar man, principally in the South China Sea, from 1954-58, he attended the University of San Francisco, obtaining a B.A. in philosophy in 1962; he studied for the M.A. in philosophy at the University of California, Berkeley, 1962-64, before entering the graduate philosophy program at the University of Toronto, getting a Ph.D. in philosophy from that school in 1973. Among his teachers were Karl Popper, Anton Pegis, and C.B. MacPherson. His areas of teaching and research interest are metaphysics, epistemology, and social ethics. Dennehy is frequently called upon to address contemporary ethical issues by universities and the media. Besides many scholarly articles, he has published: *Reason and Dignity*, *Christian Married Love*, *Anti-*

Abortionist at Large, and Soldier Boy: the War Between Michael and Lucifer. In 1999 Dennehy received the "Human Life Award" from United for Life of San Francisco; in 2003 he received the "Humanitarian" Medal from the American Maritain Association; in 2004 he received the first Annual St. Luke's Award "for outstanding contribution in Catholic medical ethics and practice" from the San Francisco Guild of the Catholic Medical Association; in 2007 he received the Oleg Zinam Award from the Journal of Interdisciplinary Studies for the outstanding essay in the journal for 2007; in 2013 he was given the Rupert and Timothy Smith Award for Distinguished Contributions to Pro-Life Scholarship by the University Faculty for Life Association. He is married to Maryann Dennehy and has four children and eleven grandchildren.

**David Kim** arrived at USF as a James Irvine Minority Dissertation Scholar and received his Ph.D. in philosophy from Syracuse University. He joined the faculty at USF in 1999 and later co-founded and directed the Asian American Studies Program and chaired the Philosophy Department. Currently, he is Associate Professor of Philosophy and Chair of the Critical Diversity Studies Program. He also serves as Chair of the American Philosophical Association's Committee on the Status of Asian and Asian American Philosophers and Philosophies. His research is in political philosophy (with a special emphasis on race, empire, and democracy), comparative/integrative philosophy (with a special focus on Asian philosophies' broader significance), and philosophical psychology (especially emotion theory). His work in political philosophy and Asian/comparative philosophy has been supported by a National Endowment for the Humanities Chair at USF and a Resident Fellowship at Harvard University's W.E.B. Du Bois Institute. Recently, he has been active in the development of Korean philosophy. His teaching areas converge with his research foci, and he also offers courses in ethics, moral psychology, and philosophy of mind.

**Gerard Kuperus** is a Full Time Term (non-tenure track) Assistant Professor in the Philosophy Department. He has taught various D1 courses, including First Year Seminars, as well as "Ethics: Environmental Issues." He also teaches for Environmental Studies and the MA in International Studies. His research focuses on Kant and 19<sup>th</sup> Century Philosophy, and Philosophy of Nature. He has published in different areas of the history of philosophy (among others Kant and Plato), aesthetics, and human-animal distinctions. He is currently working on an edited volume (with Marjolein Oele) on the history of the concept of nature, and on a manuscript on technology and nature. Gerard has co-founded the Pacific Association for the Continental Tradition (PACT) an organization that meets every third year at the University of San Francisco. He is currently the Part-Time Faculty Coordinator. He is also the faculty advisor for the

Philosophy Newsletter and has served as the mentor for the Philosophy Club. He is the Co-Chair of Environmental Studies.

**Marjolein Oele** has a Master's Degree in Philosophy from the University of Amsterdam and received her Ph.D. in 2007 from Loyola University Chicago. She has been working at USF since 2007. She begins the 2013-4 year as a tenured, Associate Professor. Her primary interests are in Ancient Philosophy (mainly Aristotle) and 20th Century Continental Philosophy (specifically Heidegger and Gadamer). The courses she has been teaching at USF largely follow those interests, as she has offered multiple sections of "Ancient Philosophy" for the regular Core, as well as for the SI institute, and has offered courses to the majors that intersect ancient and continental philosophy, such as "Aristotle and Heidegger," "Love, passion and the Greeks," and "Hermeneutics." Together with Prof. Kuperus and Taylor, she initiated the regular offering of the Core course "aesthetics" which is specifically geared at arts students. In terms of service to the university, Professor Oele has been a member of the curriculum committee, and she has been on the board of the Lane Center. As for her service to the department, Professor Oele has mentored the philosophy club for a number of years, and has organized numerous events. In addition, she is the co-founder of the Bay Area Continental Philosophy Association (BACPA) and co-organizer of the annual meeting of the Pacific Association for the Continental Tradition (PACT), another newly found organization aimed at collaboration between continental scholars on the west coast. In 2012, she hosted the 12th annual meeting of the Ancient Philosophy Society at the University of San Francisco. As for her research, her dissertation, inspired by Heidegger's reading of Aristotle, focused on the various meanings of *pathos* in Aristotle's physics, metaphysics and ethics. She is currently working on a book on the same topic, and co-editing the volume *Ontology of Nature: Continental Readings of Nature*, which is under provisional contract with Springer. She has published numerous essays that offer existential and hermeneutic readings of Aristotle (predominantly), but also of Plato and Homer.

**Jeffrey Paris** joined the faculty as a term appointment in the Fall of 2001, becoming a tenure-track member the following year. He was tenured and promoted to Associate Professor in 2008. He served as Chair of the Department from 2010-2013, simultaneously serving as Chair of the Arts Council (2010-2012), Co-Chair of the College Council (2010-2012), Chair of the Core Area D Committee (2010-2013), and Chair of the Core Advisory Committee (2011-present). He also serves on the First Year Seminar Committee, the Honors Program in the Humanities, the Advisory Board for the St. Ignatius Institute, the Peace & Justice Studies Advisory Board, and the President's Strategic Think Tank on responding to disruptive technologies. Paris was awarded the 2012 College of Arts & Sciences Full-Time Faculty Service

Award. Paris teaches Core courses including Existentialism, Great Philosophical Questions, and Ethics; he developed and has taught a First-Year Seminar on Philosophy and Science-Fiction. In the Major he teaches Postmodernism, Phenomenology, Philosophy and Literature, and Ethics for Majors. Through 2010, he regularly taught a philosophy course at San Quentin Prison in their College program (Prison University Project), sometimes in conjunction with a USF Service Learning course Prisons and Punishment. Paris was awarded the 2006 University-wide Distinguished Teaching Award. Paris's previous research includes published articles and reviews on John Rawls and political liberalism, Immanuel Wallerstein and world-systems theory, and philosophies of imprisonment. He was a Human Rights Fellow with the USF Law School, 2007-2008. He is an Associate Editor for the USF-produced journal /Peace Studies/. Current research areas include philosophy & science fiction, and environmental ethics.

**Quayshawn Spencer** joined the USF faculty as an Assistant Professor of Philosophy in Fall 2009. Before coming to USF, he earned a B.A. in chemistry and philosophy at Cornell University, an M.A. in philosophy at Tufts University, an M.S. in biology at Stanford University, and a Ph.D. in philosophy at Stanford University. Spencer's research interests lie in philosophy of science, philosophy of biology, and philosophy of race. He has published in both philosophy journals, such as *Philosophical Studies* and *Studies in History and Philosophy of Science*, and biology journals, such as *Biological Theory*. His research has won him two awards so far: the MLK Visiting Professor Fellowship at M.I.T., and the Ford Foundation Postdoctoral Fellowship. His research has also been profiled or cited in news outlets for the general public, such as *Dugdug.com* and *The New York Times*. Since being at USF, Spencer has held visiting positions at M.I.T. and Stanford University. At USF, Spencer has taught Ethics, Philosophy of Biology, Science and Objectivity, Logic, and Special Topics in Modal Logic. Spencer has also served the profession of philosophy in several capacities. He sits on the editorial boards for *Critical Philosophy of Race* and *Ergo: An Open Access Journal of Philosophy*. He is an active member of the American Philosophical Association's *Committee on the Status of Black Philosophers*, and a Co-Founder and Organizer of the *Bay Area Philosophy of Race Reading Group*. He is also a Co-Founder, Blog Administrator, and the Chair of the Board of Officers for *The Society of Young Black Philosophers*.

**David Stump**, a native Californian, studied philosophy at UCLA and UC Berkeley before receiving his doctorate at Northwestern University. After NSF postdoctoral Fellowships at Stanford and at UC San Diego, he came to the department in 1992. He specializes in philosophy of science, logic and early analytic philosophy and has also taught Wittgenstein, modern philosophy and pragmatism, as well as introduction to philosophy and philosophy of

education. Stump is very involved in the International Society for the History of the Philosophy of Science (HOPOS), having long served on the steering committee and having brought the HOPOS meeting to USF in 2004. He has published on Poincare's philosophy of science and mathematics, Duhem, and on methodological issues in the philosophy of science and in science studies. Stump served as chair of the philosophy department from 2002-2005. He has been very active in the faculty association, serving on both its Policy Board and its Executive Council. He was the first chair of the Core advisory board, the committee responsible for overseeing and implementing the Core curriculum. He remains an active researcher and member of the department. In fall 2012 he was a resident fellow at the Center for the Philosophy of Science at the University of Pittsburgh. He has just completed a book manuscript titled *Understanding Conceptual Change: Theories of the former a priori in the philosophy of science* and it is under review with publishers. Beginning in the fall 2013, he will head the Honors Program in the Humanities, in which he has taught for many years.

**Ronald Robles Sundstrom** is an Associate Professor of Philosophy at the University of San Francisco; additionally, he teaches for USF's African American Studies program and the Master of Public Affairs program for the Leo T. McCarthy Center of Public Service and the Common Good. In 2009 he was given the Ignatian Service Award for his service to the university, and in 2010 he was the co-winner of the USF Distinguished Teaching Award. His areas of research include critical race theory, political and social theory, and African and Asian American philosophy. He has published several essays and a book in these areas, including *The Browning of America and The Evasion of Social Justice* (SUNY, 2008). His current work is on themes involving national belonging and democracy, including xenophobia and immigration policy, and fair and affordable housing policy and its relation to democratic participation.

**Jacqueline Taylor** is a Professor of Philosophy at the University of San Francisco. Her research interests include Hume's moral and social philosophy, contemporary metaethics, feminist ethics, aesthetics, and moral psychology. She is the co-editor of *The Cambridge Companion to Hume* (2nd edition, 2009). She teaches courses in early modern philosophy, the Enlightenment, moral psychology, philosophy of emotion, ethics, and feminist theory.

**Michael Torre** received his PhD in both Philosophical and Systematic Theology from the Graduate Theological Union (Berkeley) in 1983. He came to the University of San Francisco part-time in 1984, advanced to tenure-track in 1989, and received tenure in 1995. In 1993, he was nominated for the University's Distinguished Teaching Award. In 1995, he received the College's Service Award. From 1996-2000, he chaired the Philosophy Department. He then served (2005-2008) as the Department's first Coordinator of its Part-time Faculty (teaching

Ethics). He was the Vice President of the Institut International Jacques Maritain (1998-2002) and is the newly elected President of the American Maritain Association (October 2012), having been active in it since 1985 and having just served as the General Editor of its series of publications (2008-2013), bringing 8 books to publication during that period. He has published one book in its series (*Freedom in the Modern World* [1989; second printing 1990]), and has recently published a second book in the same area—*God's Permission of Sin* (University of Fribourg Press 2009). His third book, *Do Not Resist the Spirit's Call: Francisco Marin-Sola, OP, on Sufficient Grace*, has just been published by the Catholic University of America Press (2013). He has also published some 20 articles and given over 30 papers at academic conferences and to public audiences. His main area of research is the thought of Thomas Aquinas and modern Thomism, especially the interface between philosophy and theology, and, in particular, the problems of the relation between nature and grace and free will. His graduate studies were devoted mostly to Ancient and Medieval philosophy, with particular attention to Aristotle. Although he has taught many courses for the Department, he has always concentrated on this material. He has consistently taught a major course on *Ancient and Medieval Philosophy* and an upper-division seminar on *Contemporary Thomism* (or on Thomists, such as Jacques Maritain), as well as upper division seminars on Plato and Aristotle. He has regularly taught courses on *Plato* or *Ancient Philosophy*, as well as creating a Core course on *The Philosophy of Religion*. Earlier, he had been an active member of the Saint Ignatius Institute (for 17 years) and taught in USF's Honor Program (*The Enlightenment*). He also taught for the Archdiocese of San Francisco, in its seminary (*Ethics*) and in its adult education program: the Catholic Studies Institute (*The catechism of the Catholic Church*). He is a member of *Phi Beta Kappa* and *Alpha Sigma Nu*. He has one daughter. He and his wife, Mireya, presently reside in San Francisco.

**Manuel Vargas** joined the USF faculty in 2002. He is currently Professor of Philosophy and Law, and he has taught courses in philosophy, psychology, Latin American Studies, the Honors Program in the Humanities, the St. Ignatius Institute, and the School of Law. His primary areas of research concern philosophy of action, moral psychology, philosophy of law, and Latin American philosophy. He is the author of *Building Better Beings: A Theory of Moral Responsibility* (OUP, 2013), co-author of *Four Views on Free Will* (Wiley-Blackwell, 2007), and co-editor of *Rational and Social Agency: Essays on the Philosophy of Michael Bratman* (OUP, under contract). Since joining the faculty at USF, he has held fellowships or visiting positions at Harvard, Stanford, Berkeley, and Caltech, and he was a winner of the American Philosophical Association's first award in Latin American Thought. At USF, he has been awarded the university's highest award for research excellence, the Distinguished Research Award. He has



also twice held the NEH Chair in the Humanities, been awarded a Davies Professorship, and was an inaugural winner of the College of Arts and Sciences Dean's Scholar Award as well as the Provost Office's Faculty Team Innovation Award. He currently serves on the Board of Officers of the American Philosophical Association.

## V. Departmental Governance

When the Department created its present By-Laws, it examined the By-Laws of several University departments (e.g. History, Psychology, Economics, and Modern Languages), discussed the matter, drafted an initial version of its By-Laws, corrected them, and finally unanimously approved them in a faculty meeting of May 15, 1997 (all of its full-time members--then 8--being present). The By-Laws put in place work well. They have continued in force over sixteen years, only adding section V, which was then recently amended, as part of its current departmental review. (*For its current By-Laws see Appendix 1.*)

The formal governance of the Department can be seen by consulting the appended By-Laws. In many cases, doing so will quickly answer questions posed in the Guidelines for Academic Review. What follows here is a commentary on some of its salient features. All full-time philosophy faculty are voting members of the Department. This includes (and was expressly meant to include) even those full-time faculty who were not tenure-track. Thus, Gerard Kuperus has for many years been as present and active a member of the Department as any other full-time member. The faculty meetings have usually been very well attended by members of the Department. There is regular discussion of agenda items by all members present and a readiness to co-operate in assuming "committee" responsibilities. There has been an accepted, if informal, policy that the Chair should rotate. Since the establishment of the By-Laws, all Chairs have only served one term each. Since the establishment of the By-Laws, the elected Chair has been the next-senior member of the Department who has not yet served as Chair (amongst those who have wished to serve). Should that policy continue, and there seems no reason at the moment to think it will not, then it seems likely that the Chair also will be a tenured member of the Department. Again, that this be the case is only an informal, not a formal, policy. The apparent reasons for this being accepted at present are the sense (1) that being Chair could detract unduly from work better devoted to establishing superiority in research and/or in teaching and (2) that experience in the Department aids in the Chair's work. For the entire duration of its present By-Laws, there has been little (and perhaps even no) vocal opposition or grumbling about the Department's governance. By all appearances, the full-time faculty feel the Department is very well governed. The Department seems to have consciously sought not to create unnecessary work for itself;

however, when administrative decisions have mandated it (e.g. in a departmental review or a change in Core requirements), all members have been willing to do their share. The same has ever been true of search committee work for new faculty members.

In addition to the good working relation among full-time faculty, the Department tries to create collegial and good working relations with its part-time faculty. They are invited to any invited guest lectures or any departmental faculty lectures (where members discuss a faculty paper amongst themselves). The Part-time Faculty Coordinator has also had the part-time faculty who teach Ethics (i.e. most of the part-time faculty) meet to discuss their courses and their teaching and to contribute their input to possibly mandating certain standards or using devices such as turnitin.com. They are also regularly invited to social functions, e.g. at end-of-the-semester departmental parties, where students are often honored by receiving departmental awards. The Department is conscious of not overburdening junior faculty with too many tasks, since these could make research more difficult, and thus the receiving of tenure. Yet junior faculty have often volunteered to head up activities of the Department (such as coordinating a Student Newsletter or heading up the Philosophy Club, as Gerard Kuperus has recently done) and this has been welcomed and appreciated. All faculty members contribute as equals in all the Department's deliberations. Its "natural life" provides junior faculty with many opportunities to develop leadership and they seem to have done so naturally and easily.

The adage "if it's not broken don't fix it" might reasonably be held to apply to the Department's By-Laws. Few University departments represent as diverse a spectrum of opinions as that in the Department (and it might reasonably be hazarded that none represent a more diverse spectrum). Yet few University departments seem to work with as much collegiality and cordiality as the Philosophy Department (and it might be hazarded that none with equal diversity even approach its level of cordiality and collegiality). In fact, in past reviews, the Department's collegiality has been much praised. Nevertheless, certain emendations can usefully be made, as the need arises (as was done in adding its new section V, to cover the responsibilities of the Part-time Faculty Coordinator, a position created after its By-Laws were originally approved). The Department can continue to do this in the future, but there is no present urgency to do so. For a more detailed consideration of its governance, consult the appended By-Laws.

## ***Appendix 1: By-Laws of the Department of Philosophy***

### **I. Name**

This organization shall be known as the Department of Philosophy within the College of Arts and Sciences.

## **II. Objectives**

The object of the Department shall be:

- A. To plan, organize, and deliver a sound curriculum to students obtaining a Bachelor of Arts degree in philosophy from the University.
- B. To devise and offer courses that will enable students to think philosophically and will engender an appreciation of philosophical issues.
- C. To carry out the responsibilities assigned to the Department of Philosophy by the Collective Bargaining Agreement and the USF Faculty Association

## **III. Membership**

All full-time faculty in the Department are members of the Department. Meetings will normally be restricted to full-time faculty; but there may be an annual department meeting at which all department faculty (full-time and part-time) can participate and which may include issues on the agenda of special importance or interest to part-time faculty.

## **IV. Department Chair**

The Chair shall be elected in a secret ballot election during the Spring semester preceding the end of the Chair's term. Should one candidate not receive a majority, a run-off election shall be conducted between the two top candidates.

- A. No later than mid-April, the ballots will be distributed by the department secretary and collected by May 1st and opened in the presence of a department member appointed by the department.
- B. The Chair shall serve a three-year term, where year is defined by academic year.

C. The Chair shall represent the Department in all dealings with the Administration by presenting the Department's formal resolutions and informal consensus, and by advocating these positions.

D. The Chair, in consultation with the department members, shall:

(1) prepare the schedule of classes for submission to the Dean;

(2) maintain a file of diverse and well-qualified part-time faculty; recommend such by faculty to the Dean as the need arises; regularly review the evaluations of the teaching of the part-time faculty; and ensure that they are informed about department matters.

E. The Chair shall administer the department budget in consultation with the Department, and report on its status to the Department in a timely manner.

#### **V. Part-time Faculty Coordinator**

A. The Part-time Faculty Coordinator may be selected by a simple consensus, when only one wishes the position. If the position is contested, the person will be chosen according to the same procedure used to select the Chair: see IV A and B.

B. Any full-time member of the department may serve as Part-time Faculty Coordinator.

C. The usual term of the Part-time Faculty Coordinator will be for two years.

D. The Part-time Faculty Coordinator shall have primary responsibility to work with the part-time faculty of the department.

E. The Part-time Faculty Coordinator, working with the Chair, shall:

(1) help maintain a file of diverse and well-qualified part-time faculty to teach Ethics and other Core courses;

(2) oversee the performance of the part-time faculty, *inter alia*

(a) submitting them to the Chair to recommend to the Dean to teach their courses and recommending their advancement to PHP status;

(b) reviewing the teaching of these part-time faculty, especially when a part-time member will be applying for PHP status; and

(c) ensuring that they are informed about relevant departmental matters.

F. The Part-time Faculty Coordinator shall meet with all the part-time faculty on a regular basis to maintain both collegiality and morale, and to discuss matters pertinent to the task of teaching their common courses, and shall inform the Department of any perceived difficulties.

G. The usual teaching relief for the Part-time Faculty Coordinator will be one unit a semester.

## **VI. Meetings of the Department**

A. Department policy shall be established at department meetings.

B. The Chair shall schedule meetings, typically once a month, and a minimum of once a semester. The Chair shall ask for agenda items sufficiently in advance so that the agenda can be distributed at least 3 days before a meeting.

C. Meetings may be cancelled if no old business remains to be conducted and if no new business is brought to the attention of the Chair prior to the meeting. New items may be placed on the agenda at a meeting by a two-thirds vote of the members present.

D. A quorum for meetings shall be a majority of the Department. All members will have the right to be consulted on substantive issues (e.g. hiring, Chair, curriculum). Term appointments may be consulted on part-time hiring decisions, but not full-time hiring decisions.

E. Special meetings may be called by the Chair or a majority of the Department.

F. The Chair is responsible for ensuring that minutes are taken and distributed not later than three weeks after the meeting.

## **VII. Committees**

Committees may be created at department meetings, as necessary.

## **VIII. Parliamentary Authority**

Robert's Rules of Order, latest revised edition, shall be normative, but not binding, unless a department member, with a second, requests strict adherence to the edition.

## **IX. Amendments to By-Laws**

These by-laws may be amended by a two-thirds vote of the Department.

## **X. Subordination**

No part of the Department's by-laws or proceedings shall stand in contradiction to the Constitution of the USF Faculty Association, the Collective Bargaining Agreement, the By-Laws of the Arts Council, or published Faculty Association Policy.

Approved unanimously May 15, 1997, all voting members of the Department present.

Amended to include the above section V, , 200 .

Amended unanimously to make some needed changes to section V, August 15, 2013 (11 of 12 full-time members being present).

## **VI. Students**

The philosophy department welcomes a wide variety of students into its program. Philosophy attracts our students for a number of reasons. Some come to us with the express purpose of earning a degree in philosophy or with the plan of attending law school or pursuing graduate studies in philosophy or a related field. Others discover that they enjoy and are challenged by our courses, and would like to major or minor in philosophy. Yet others seek to supplement their educations in other areas, such as psychology, history, sociology, and so on, with philosophy classes. The students we particularly appreciate teaching are those who are serious about their studies and are open to what the discipline of philosophy can contribute to their interests, concerns, and projects, whether those things are personal, spiritual, professional, or academic.

Our department is well suited to serve the wide variety of students that we attract. We offer courses in areas that span from the historical to the contemporary, so there is something for most students. There are no set admissions criteria to become a philosophy major or minor. USF has an ethnically diverse student population, the majority of whom are women, and because of Core requirements our Core classes reflect this diversity. Within the major and minor, there is a fair amount of gender and ethnic diversity; however, there is certainly room for improvement. In recent years, the number of women in the program has surged (making up over 60% of our current students); however, the non-white student population remains somewhat less than the overall USF percentage.

To attract more (and more diverse) majors and minors, the department continues to reach out to the diverse USF student population. This may be accomplished through programming and the curriculum. Our department already offers courses on feminist, African American, Asian American, and Latin American philosophy, along with a wide variety of topics concerning social justice. Since substantive links with African American Studies, Gender and Sexualities Studies, Latin American Studies, and the McCarthy Center have not substantially impacted the size of our major, the department can look also to its pre-existing connections with other departments (such as Politics, Sociology, English, Biology) to identify how our major and minor may complement their programs.

The intellectual and social climate for undergraduate majors and minors is fostered through the philosophy club, which meets regularly (though there is definite variability based on ever-changing student leadership) and has spinoff informal gatherings as well as those advertised to all students. The department offers regular colloquia and symposia, to which students are invited and which often are tied thematically to courses. One small benefit of the size of our major is that students can expect to see familiar faces in all of their courses for majors and minors, since only a handful of advanced courses are offered each semester.

The Departmental Newsletter has recently taken a wonderful turn as it has become entirely volunteer student produced. [Include samples.] This has allowed students to focus on aspects of philosophy that may not be developed in their courses, such as prose and poetic expression, while also communicating student priorities around course offerings and departmental events.

While students have no to little say in decisions about department policies and operations, program expectations are communicated to the students through individual counseling sessions. Students and faculty track student progress by using major and minor program worksheets that

the department makes available and to which students and faculty refer on a semester-by-semester basis in mandatory advising sessions.

## **VII. Staff**

The department currently has one full-time program assistant who supports twelve full-time faculty and approximately twenty adjunct faculty (20 in S13, 17 in F13), who together teach close to 150 courses each semester. The program assistant has 5 student workers who assist her, helping with the daily operations of the department as well as the Philosophy Colloquium and other Fleishhacker sponsored events. Student assistants leave to graduate, study abroad and so on, making the hiring and training of student assistants an important part of the program assistant's position. She also works with a student assistant hired especially to update the department's website.

Our current program assistant, Danielle Shalapsik, began working in the Philosophy Department in November 2012. She encountered an office that was in disarray, with few procedures in place. She was provided with no training. She has admirably researched the procedures, policies, forms, etc. of both the Philosophy Department and the College of Arts and Sciences. We now have a completely overhauled office, one that is well organized, neat, elegant and welcoming. She has created procedures to maintain smooth ongoing operations in the department. The program assistant maintains department files, orders supplies, makes sure equipment is working, orders furniture, and maintains the department's website. The program assistant is the "front desk" for the department, calmly and efficiently communicating with and assisting students, faculty, visitors and other University staff. She handles both phone calls and emails requesting information or assistance, or providing information that she conveys to students and faculty as needed. She takes minutes at our department retreat and meetings, and often works closely with department sub-committees.

The program assistant must stay up to date with the constantly changing technology that the University employs. She must be proficient, and so receive training in finance and budgeting, Concur, Banner, Ektron, Events Management and Scheduling, Purchasing, EPAF, Galileo, CASA updates, and other technological resources or functions.

The program assistant must also be familiar with the Philosophy major and minor, and often assists with advising as well as answering questions about the program. She also assists the



many students who take the department's Core D1 and D3 courses, and who may need to add or drop a class, drop off assignments, or get in touch with their professor.

One of the most important duties is to assist faculty with their events, most sponsored by our Fleishhacker fund (for example, in late fall 2012, and spring and summer 2013, she helped to organize about one dozen colloquia and conferences). In this capacity, she works closely with our visitors, arranging and purchasing their travel (airfare, getting to the University), accommodation, and honoraria. She reserves the on-campus space for the events, and takes care of the advertising and marketing, which is done in various electronic venues and with posters. She arranges the catering for the events. She spends a great deal of time helping visitors to understand the terms of their visit, and answering their many queries about visiting USF and requests for admission to facilities such as Koret or Gleeson. Here her exceptional skills in managing a budget are key to the success of the department's events.

Given the large number of faculty, courses, and events, the program assistant does not have time to assist faculty with their manuscripts, grant proposals, or helping them to learn the ever-changing technology at the University. We therefore expect faculty to hire student assistants, work with the Office of Grants, and take the classes offered by ITS in order to keep up with technology. Our department requires a program assistant to be intelligent, to exercise sound judgment, be action-oriented and use initiative, and to communicate well with others. We are fortunate to have such a person in our current program assistant.

## **VIII. Diversity and Internationalization**

The University is committed to providing a supportive environment for all members of the community and ensuring that everyone is included in the life of the University in ways that enhance professional development and academic success. In addition, the University is committed to providing faculty and students opportunities to add an international and global dimension to the liberal arts experience. For the purposes of this section, underrepresented groups refers to gender, race and ethnicity within the United States (including citizens and permanent residents). Faculty from overseas are listed below as well, but separately.

### **A. Diversity**

Data on student diversity is offered by the Dean's Office, and data on the inclusion of underrepresented groups for faculty and staff is summarized below. The department has 11 full-time faculty, including one Term Faculty, and it has one Program Assistant.

*Faculty*

Underrepresented groups in philosophy faculty:

(total, with overlaps for multi-racial people)

Women: 2

Latino/a: 1

Black: 2

Asian/Asian American (excluding foreign nationals): 2

Underrepresented groups in faculty by ranks:

Full Professor: 2

Associate Professor: 3 (not including overlapping categories)

Assistant Professor: 1 (not including overlapping categories)

Underrepresented groups as a percentage of full-time faculty:

Women: 18%

Underrepresented groups: 36% (not including foreign nationals, not including women)

Foreign nationals: 18%

Underrepresented groups as a total percentage:

Including women and foreign nationals: 64%

*Staff*

100% of our staff is from an underrepresented group, specifically in terms of gender.

As the data indicate, our department is among the most ethnically diverse philosophy departments of its size in the United States. Its gender ratio, however, is imbalanced and requires special attention. Also, concerns about LGBT representation can be raised, though issues of privacy make this a complicated matter. Currently, the college is undergoing a hiring freeze. When it ends, the department can address the imbalances noted.

Clearly, a host of factors explains the department's diversity. Perhaps the most important of these has been our hiring practices. Our faculty searches have been guided by, among other things, an explicit interest in recruiting from a diverse pool of applicants. And when this interest has been supported by administration, we have been successful in deepening the diversity of the department. Specifically, administration has supported us in two ways. First, we have benefitted from the Irvine Fellows program (now replaced by a similar program), which has attracted dissertation-stage ethnic minority scholars to USF, many of whom go on to receive tenure-track jobs at USF. Three members of the department were hired as a part of this program (one tenured Associate Professor, one tenure-track Assistant Professor, and one relocated faculty who was a tenured Associate Professor here). Second, many years ago, we received support to make multiple hires, and three faculty from underrepresented groups were hired during these searches and remain members of the department. The principal barrier to recruiting members of underrepresented groups is the comparatively low percentage of new doctorates in philosophy who are women and/or ethnic minorities. Our record of hiring, then, is especially strong.

Turning from recruitment to retention, we have lost only one faculty from an underrepresented group to another university over the last 12 years. However, efforts by other universities have been made to lure away other faculty from underrepresented groups in the department. This is hardly surprising given the many successes of these faculty, described elsewhere in this program review. Thus, retention is an important issue, even if not currently a problem. In this new era of hiring freezes, retention gains significance since the loss of women and/or minority faculty will not be temporary. The University can assist the department by providing compelling support to faculty when outside institutions attempt to hire them away.

We have endeavored to hire and retain diverse faculty, partly to meet the needs of a diverse student body. In turn, the hiring of diverse faculty has tended to diversify our course offerings, which is presumably attractive to a diverse student population. Over the last several years, the department has consistently offered courses in African American philosophy, Latin American philosophy, feminist philosophy, Asian philosophy, and Asian American philosophy. Thus, the sensitivity of the department to the diversity of the student body has driven curriculum changes via hiring.

As to whether the increased diversity of the faculty has generated any changes in the academic culture, this is unclear. We have not done any quantitative or qualitative studies of this issue. Our sense is that the academic culture and climate of the department is respectful and congenial, but the connection to issues of diversity is unclear.

Finally, the recruitment and retention of students from underrepresented groups in the major and minor seems to be a complex matter needing some extended reflection in the near future. More than 50% of the USF undergraduate population has traditionally been women, but it was not until this last academic year (2012-13) that the gender percentage of women philosophy majors roughly matched that of the student body at large. And in the overall student population in Fall 2012 (see <http://www.usfca.edu/about/usfstatistics/>), self-identified caucasian students comprised 34% of the undergraduate body and self-identified students of color roughly 49%, where this excludes international and unidentified students. But departmental figures indicate that the percentages of the corresponding student groups in the major do not yet match the ethnic or racial composition of the campus more generally.

### **B. Internationalization**

The philosophy curriculum concerns both the Core and the major, and it can be internationalized in its objects of inquiry (e.g. global issues) as well as in its orienting perspectives (e.g. non-Western philosophies). In regards to the Core, the philosophy department has been internationalizing its curriculum in both ways. We offer courses that focus on cosmopolitanism, global justice, liberationist movements, the world system, and a variety of other philosophical issues that span the globe. We also regularly offer courses on Asian Philosophy and Latin American philosophy, where

non-Western traditions of metaphysics, epistemology, and ethics are explored. In regards to the major, we offer courses that internationalize their objects of inquiry, like more advanced versions of the Core courses that focus on global justice and the like. Very recently, we have been trying to internationalize the orienting perspectives conveyed to the majors. For example, East-West comparative seminars in political philosophy and philosophy of mind have been offered here and there.

The department does not currently have any international partnerships with educational institutions. But majors occasionally take advantage of study-abroad programs organized by USF and other institutions (e.g. Oxford University via the St. Ignatius Institute and the Loyola Chicago Rome Program). And a philosophy faculty has participated in one of these international programs (e.g. Professor Torre taught in a summer abroad program in Retz, Austria).

The department recruits and retains both international students and faculty. It has been a longstanding practice of the department not to restrict its faculty applicant pool to people in the United States. And the department advertises its faculty openings in the American Philosophical Association's *Jobsfor Philosophers*, which is widely read around the globe. Several years ago, the department hired two Dutch philosophers as fulltime faculty. One is now a recently tenured Associate Professor and the other a Term Faculty and Chair of Environmental Studies. In recent memory the recruitment and retention of international staff has not come up as an issue.

## **IX. Technology and Informational Resources**

The philosophy department's need and use of technology seems to be increasing. The university provides the technology needed in almost all classrooms and also provides most of its part-time faculty and its entire full-time philosophy faculty with computers (PC or MAC) and replaces them with more up-to-date models every three years. This is of course a foundational form of technological support, and the faculty has been well served by this program.

In regards to pedagogy, most of us have been using Blackboard in teaching and are now transitioning to Canvas, and many use Power Point or equivalent, but none have offered on-line courses at USF. One concern of the department that has turned it in an explicitly technological direction is plagiarism. The department has adopted the use of the anti-plagiarism internet resource, turnitin.com in all of its classes as the default norm. Faculty can opt out if they can show they monitor plagiarism in some other way. Professors Paris and Sundstrom were part of a

study on the use of ipads in teaching, and there has been some interest in studies of MOOCs (Massively Open Online Classes).

In terms of informational resources, the department has some limitations. It can avail itself of the books, journals, and e-journals of the Gleeson/Geschke Library, which serves the whole university. The offerings are somewhat modest given the fact that USF is primarily an undergraduate and teaching university, but there is now a service of mail delivery of books that faculty request and other helpful services. The lack of books is perhaps not felt as sharply as the lack of journals, due to the effective and relatively quick, networked inter-library loan program, Link Plus. It has a less effective inter-library journal article program, so there is serious concern among the faculty about access to journals. There is also a desire on the part of several members of the philosophy department to have greater access to e-journals and electronic archives of print journals. Although our library offers multi-journal networks (Project Muse and parts of JSTOR), and a few individual e-journals, it remains somewhat limited in its overall set of subscriptions to electronic philosophy journals and philosophy journal archives, though it is slowly being improved. Given the very modest requests of the department for technology, this lack is somewhat pronounced. It is not at all clear that the university is committing resources in this direction.

## **X. Facilities**

In brief, USF is short on space. The major change since our last self-study is the availability of the completely renovated Kalmanovitz Hall, where the department and all the full-time faculty offices are located. The office spaces for full time faculty are adequate (though some of us barely have room for our books) while those for part time faculty remain decidedly inadequate, indeed practically non-existent. There is a shared space on the top floor of the library shared by all of Arts and Sciences, that is, hundreds of part-time faculty. The department assistant's space is a relatively large room with some lounge space and two work stations (one for the assistant and one for a student worker).

The current instructional and research/creative work facilities of the department consist of classrooms for lecture courses, seminar rooms, audio-visual facilities, and rooms for the department's on-going colloquia. Classrooms for lecture courses are, on the whole, satisfactory. The availability of seminar rooms, however, is not and indeed, is deplorable. The philosophy department lacks a seminar room of its own and consequently must compete with other departments for available seminar space which is woefully short on campus. Most seminars take

place is larger rooms with the faculty rearranging the furniture to create a circle, but this is a cumbersome half-measure. Indeed, the University facilities on this matter compare very unfavorably to those of one its peer institutions, St. Mary's College of Moraga which enjoys seminar rooms having seminar furniture suited to a seminar class (i.e., round tables capable of seating twenty comfortably).

By comparison, the audio-visual resources are good, especially as the university is in the process of converting classrooms into "smart rooms." Although Philosophy may have less need for such resources than others, the University's provision of them might be taken as a standard for seminar rooms and furnishings of which Philosophy would take greater advantage. We also note the increasing difficulty of finding rooms available for the department's colloquia, even when reservations are attempted far in advance of the colloquium's scheduled date.

With respect to the Library, one finds good holdings for philosophy books and the ability to order books for research, either to be purchased by the library, or for individual use with Faculty Development funds. The situation for journals is more problematic. The library is in the process of reducing its budget by discontinuing existing journals and not subscribing new ones. This constricts faculty research opportunities, especially when it requires recent articles in one's field. In some cases the journals are available through an electronic subscription service, but not all journals, nor complete runs of many journals are covered.

## XI. CONCLUSIONS

1) What are the department/program's strengths? What examples of long-term excellence, recent accomplishment, or improvement characterize the program's recent history? In what ways could the department/program be considered a leader in its field?

The department's strengths are in its composition and collegiality; the diversity and quality of its course offerings, the high-quality of the research that its members produce; the number of workshops, conferences, and colloquia that it sponsors; and the many awards, honors, and grants that its faculty have received in recognition of their service, teaching, and research. The department is an intellectually diverse place, with accomplished teachers, scholars, and members of the profession. The battery of junior hires it has made over the past 13 years has born considerable fruit, and far outstripped any reasonable expectation of success in those appointments. In matters of intellectual diversity—philosophy of race and ethnic philosophy, the combination of Thomistic, analytic, and Continental philosophy—the department is surely a rare thing in philosophy. In terms of demographic composition, it is undoubtedly one of the leaders in the field. In terms of the Catholic philosophical tradition, one finds currents in the department that maintain the Jesuit commitment to *fides quaerens intellectum*. Indeed, the

very practice of requiring philosophy as a discipline of all its students traces to philosophy so understood.

2) What are the department/program's weaknesses? Where could the department/program most improve? What challenges or obstacles make it difficult to overcome these weaknesses? What further challenges do the faculty foresee in the coming years?

Despite the many strengths of the department, there are alarming deficiencies in the department. With the phased retirement of Ray Dennehy, there is no one who researches or teaches in metaphysics, epistemology, and philosophy of language. These are indisputably central aspects of philosophy, and bracketing value theory (in which the department is reasonably strong), these fields constitute the central subfields of contemporary analytic philosophy. Some members of the department think that it is simply impossible to deliver a credible and adequate education in philosophy without any expertise in the non-value theory parts of the core of the discipline. For those faculty, it would be akin to running an English department with no one who teaches or works in British literature. Other members of the department think that there is an equally urgent need to fill gaps in our coverage of other important areas of philosophy such as philosophy in the Catholic tradition, nineteenth-century philosophy, Continental philosophy, or non-Western philosophy.

3) What changes have occurred in teaching, research and service in the field(s) over the past five years that have influenced the department/program's view of its role in the University and the field?

The growing national skepticism about the value of liberal arts educations and the emergence of new learning technologies (e.g., MOOC's), and the growth of programs that focus on innovative teaching methods have reaffirmed for us the importance of philosophy as central to the core of liberal arts education. In relation to the growth of learning technologies and approaches, the department has enthusiastically implemented such classes; e.g., by offering service learning courses, freshman year seminars, and students in transition seminars. Our adaption to these changes has been in our research as well as in the classroom; e.g., some of our publications are now online (through online journals) and through the USF library depository, which has made faculty more visible.

4) What changes have taken place in the relationships between the field and other related fields? What has been the impact, if any, of interdisciplinary studies, international studies, area studies, experiential and service learning, distance learning, and technological change?

The department has reacted positively to all these interdisciplinary and applied trends. Our faculty have been involved across the university and collaborated with and taught courses in a variety of departments and programs: Gender and Sexuality Studies, African American Studies, Asian American Studies, Latin American Studies, Environmental Studies, the Law School, the Master in Public Affairs and Practical Politics, Politics, Sociology, the Honors Program, and the



Saint Ignatius Institute. Likewise, our department offers service learning courses, and freshman year seminars, and students in transition courses. Members of the department have been learning about and experimenting with other learning technologies in the classroom.

5) Are there differences between the department/program's view of its role and College and University expectations for the department/program?

We are committed to research, teaching, and service. The research that the members of this department has been exceptional; however, the 3-course semester and the demands placed on us in terms of service make it sometimes difficult to fully enable us to fulfill our research agenda.

6) How would the faculty describe the morale and atmosphere within the department/program? Does the department/program enjoy the kind of collegial relationships between its members that are conducive to sustaining and enhancing its excellence?

Morale is generally good and relations are cordial, especially for a department marked by an extraordinary degree of intellectual pluralism. The faculty have also encouraged each other's research and teaching, and mentored its junior faculty. As many departments at USF do, the department suffers from a commuter faculty, which inhibits the kinds of interactions and participation in extracurricular events that might otherwise characterize a typical comparable department.

## XII. COMPREHENSIVE PLAN FOR THE FUTURE

1) Please indicate the department/program's integrated plan for improvement over the next 5 years (curricular, research, facilities, faculty recruitment and development, diversity goals, etc.)

The department will continue to develop its courses, and it will periodically review and revise the learning outcomes for the courses it offers to the university Core, as well as the foundations and elective courses for its majors. Our biggest concern is to fill the gap left by Ray Dennehy's phased retirement, and to find a replacement who will meet the curricular needs of the department.

2) Please develop and include your new three-year Student Learning Assurance Plan

Following the timeline we previously followed for assessing our program for the University Core, over the next three years we will review our outcomes and assess how our foundation courses (those that fulfill the requirements for our major and minor) have met are goals set forth in our Program Learning Outcomes and our Program Goal. We are satisfied with the results and the process of our WASC review. In the following years we will meet to consider how we are meeting our Program Learning Outcomes and our Program Goals.

- (1) *May 2014*: The department will meet to assess how our foundations courses are meeting our Program Learning Outcomes.
- (2) *May 2015*: Given our discussion from 2014, we will meet to assess any changes we may have made, and to address any issues or concerns that were raised from the previous review.
- (3) *May 2016*: The department will repeat the above process of assessing how our foundation courses are meeting our Outcomes and any changes we may have made.

3) What are the core objectives and priorities and what is the sequence of action to be taken for each item?

Our core objectives are to assess and improve our learning outcomes. The sequence of action is clearly laid out in our three-student learning assurance plan.

4) How will the department position itself, given the changes likely to take place within the discipline over the next 5 to 10 years?

We will continue to meet the challenges brought on by such changes. Our faculty plan to remain productive in their research, and we will engage with changes in learning technologies and approaches. Of course, in the absence of *any* faculty who work in some of the core areas of the profession (see section XI, question 2), this will be exceedingly difficult to do. So, new faculty lines are absolutely crucial in that regard.

5) What opportunities exist to extend and build on present strengths and what are the major obstacles that impede the department/program's progress?

The university has generously supported the research of the faculty, and we will continue to make use of those resources. It is also important for the library system to support our research endeavors by making sure we have access to the journals and books we need.

6) What improvements are possible through reallocating existing resources?

We could reestablish our past practice of having regularly organized colloquiums that feature the research of our faculty. This would foster the already strong bonds between us. Likewise, we could, and indeed have begun, to increase our outreach to part-time faculty by having workshops that focus on teaching methods.

7) What improvements can only be addressed through additional resources?

Our biggest concern, as stated above, is to find a replace for Ray Dennehy, and in particular a replacement that meets the curricular needs of the department. It is also important that in finding a replacement we consider the of female faculty to female students (20% of full-time faculty female/over 60% female students), enabling and encouraging all faculty (adjunct and full-time) zealously to engage in the effort to sustain and increase the number of minors and majors, attracting and graduating non-white majors (and minors).

This document notes throughout itself a spirit of collegiality, of good will amongst a very diverse faculty who all profess a love of wisdom, philosophy. Indeed, this document results from that same collegiality as a group effort. In conclusion, we aspire to continue to model a love of wisdom before our peers and students. As elsewhere noted, this is not a clearly measurable goal; nonetheless, we aspire to it.