



COLLEGE OF ARTS AND SCIENCES

Department of Philosophy

Self- Study

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I. Departmental Mission, History and Goals

A. Mission

The primary mission of the Philosophy Department is to foster philosophical thinking at the University of San Francisco by providing strong majors and minors for students, by offering excellent courses in the CORE curriculum, and by supporting the philosophy faculty and students by creating a learning community. Philosophy has always been the foundation of education in the Jesuit, Catholic tradition and the department seeks to uphold that tradition in its philosophy major and minor and in its vital role in the CORE curriculum. In consonance with the University's mission, the philosophy department offers diverse courses to educate "leaders who will fashion a more humane and just world" (see the department learning outcomes in section III on Assessment).

B. History

The philosophy department has always played a foundational role in the CORE curriculum. In the last ten or so years, it has also maintained a vibrant philosophy major with approximately 50 students and an additional 20 or so in a philosophy minor, meeting the goal that it set for itself in its last self study (PDP 1994). By far the greatest change in the last five years has been in the faculty. In the past five years, we have lost three faculty (our esteemed colleagues Professor MacKinnon (retired), Associate Professor Makus (deceased), and Assistant Professor Mendieta (relocated)) while inviting four more to our ranks – Paris, Vargas, Sundstrom, and Taylor. Since the last program review (1994), five faculty members have left our department (the above-noted plus the Emeriti Professors FitzGerald and Woznicki) while seven joined it – those above-mentioned plus Cavanaugh (tenured and promoted to Full Professor), Arisaka and Kim (both tenured and promoted to Associate Professor).

The department has been able to grow in size both because of our success at maintaining a significant number of majors and because of our success at placing students in the CORE ethics course in philosophy. Our curriculum has undergone one major and several minor revisions in the last five years and we expect that we will continue to make changes as our new faculty are integrated into the department. Aside from the major role that philosophy plays in the CORE curriculum, faculty in the philosophy department 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 Center for the Pacific Rim, the Freshman Seminar Program, the Gender and Sexualities Studies Program, the Honors Program in the Humanities, the Latin American Studies Major, the Leo T. McCarthy Center for Public Service and Common Good and the Saint Ignatius Institute.

The recommendations of the previous academic program review fall into two broad categories – the curriculum and the hiring of new faculty. The curriculum issue was that some students who were interviewed by the reviewers felt that courses tended to stress assimilating information about historical figures or movements rather than engaging philosophical issues. This issue has been resolved. The department has redesigned its history courses and is now offering more courses on philosophical topics and fewer on philosophical movements. The reviewers also strongly recommended that more full-time tenure-track faculty be hired, so that both the overall numbers be increased and some additional areas of philosophy be covered. The number of full-time tenure-track faculty has increased from eight, at the time of the last review, to ten. Thus, the department and the administration have gone almost half-way to meet the goal that the reviewers set. The department has insisted that searches fully comply with the norms set by the APA (early advertising, preliminary interviews at the Eastern APA, etc.) and it has been very successful in its hiring. The department has also followed, in the main, the recommendations of the past reviewers for areas of specialization of newly hired faculty. We have made progress in covering a broader range of areas of specialization in philosophy. Problems mentioned in the last review concerning governance have been solved with the bylaws that were put into place at the time of the last review. All faculty have an equal voice in governance and the department makes a genuine effort to reach consensus. We think that we have been successful in meeting our goals. In our estimation, the department flourishes. The morale and atmosphere within the department are excellent.

C. Goals

We provide students the opportunity to learn how to philosophize. We do so by both giving students an excellent grounding in the fundamental subjects, key movements, and central figures in the history of philosophy and emphasizing the development of superior reading, writing, and critical thinking skills. By means of our major, we prepare students well for graduate school. (One may find the relevant learning outcomes in section III.) In general, we strive to attract diverse students to philosophy, to maintain a diverse faculty, and to offer diverse courses. (Section VIII addresses more specific diversity goals and objectives regarding students, faculty and program offerings.)

II. Curriculum

A. The Major

The Department offers a Major, Minor, and Honors in Philosophy. The **Major** in philosophy requires the completion of 40 units in philosophy (five required 4-unit courses and five 4-unit electives). As is the case throughout the College of Arts and Sciences, these courses require a minimum enrollment of seven while lectures have a maximum enrollment of thirty-five. Seminars have a maximum enrollment of twenty. Two of the required courses cover the history of philosophy. "Origins and Development" (210) examines the origin of Western philosophy with the Greeks and Medieval developments

of it by Islamic, Jewish, and Christian thinkers. "Revolutions of Modernity" (212) focuses on knowledge and political community as philosophy changed in tandem with the revolutionary changes that occurred in science and politics. The third core course, "Human Person," (213) focuses on issues such as the nature of consciousness, personal identity, agency, and freedom. The fourth core course, "The Uncommon Good," (215) is an ethics course that treats both ethical theory and social issues. The fifth required course is Logic (219) that includes study of traditional syllogisms, informal fallacies, and introduces students to modern symbolic logic. The remaining Philosophy electives may be chosen from a wide array of courses including both those open to all students and those that have Philosophy prerequisites (in effect, rendering them open only to philosophy majors and minors). Philosophy majors must take at least two 400 level philosophy courses (e.g., 402 Phenomenology, 403 Pragmatism, 406 Postmodernism, 480 Special Topics course – amongst others recently offered, Hume and Kant, and Special Topics in Ethics: Double-Effect Reasoning – and 483 Topics in Political Philosophy, all of which have a relevant lower-level pre-requisite). Majors must also take at least one course that fulfills the philosophy department's cultural diversity requirement (e.g., Asian Philosophy, Asian American Philosophy, Latin American Philosophy, Feminism). Accordingly, in fulfilling the major, students learn the historical roots and development as well as current trends and directions of Philosophy. The relevant required courses rotate either on a Fall/Spring or a biennial cycle thereby insuring the availability of the required course during the typical student's tenure at the University. The same rotate amongst various faculty members to insure that students have a variety of faculty members from whom to take required courses. Given the current course-rotation cycle, students typically can meet graduation requirements.

Within the past five years, the Philosophy department, along with the entire college of Arts and Sciences, significantly revised its major, minor, and core course-offerings to convert them from 3 to 4-units. More recently (beginning in the Fall of 2005), the department deleted an experimental hybrid course intended to be rotated amongst the faculty on a semester-basis entitled, "The First Word." This semester-long course attempted to unite logic, a pro-seminar, and a focus on writing. Due to its hybrid character, the faculty were not satisfied with this course after four semesters. Accordingly, the department replaced this course with Logic (219).

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 included in the graduation program.

Historical evidence indicates that the major prepares students well for those graduate departments that value the history of philosophy. It typically graduates one to three students a year who pursue doctoral graduate philosophical studies. In the last decade, its graduates have been admitted to and have attended the doctoral programs at Notre Dame, Purdue, UC Merced, De Paul, University of Missouri at Columbia, Fordham, and Boston

College. The majority of its majors follow paths other than graduate philosophy studies, such as law, business, and government.

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 consists of 20 units (5 courses), as follows:

Two required Courses (8 units):

215 *The Uncommon Good* (if a student has already taken Ethics 240 prior to declaring a philosophy minor, it may be substituted for the Uncommon Good) and 210 *Origins: Ancient Philosophy and Development*, or 212 *Revolutions of Modernity*, or 213 *Human Person* (for Majors and Minors).

And Three electives (12 units), at least one of which must be 400 level.

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 D-1). In fulfillment of this Core Curriculum requirement, the Department regularly offers a repertoire of courses comprised of 220 Plato; 230 Phil of Human Person (also offered as 231 Phil of Human Person: Race Issues); 251 Mind, Freedom & Knowledge; 253 Problems in Democracy; 255 Philosophy of Education; 256 Existentialism; 275 Asian American Philosophy; 302 Philosophy of Religion; 303 Social & Political Philosophy; 304 Philosophy of Science; 308 Liberation Philosophy; 342 Latin American Philosophy; and 375 Prisons and Punishment. The Core Curriculum requirements for every USF undergraduate also mandate that one Ethics course be taken (referred to as Core, Area D-3). This core requirement may be satisfied by taking a Moral Theology 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); Ethics (Business Issues); Ethics (Gender Issues); and Ethics (Bio-Medical Issues). 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., 375 Prisons and Punishment (SL), 231 Phil of Human Person: Race Issues (CD), 275 Asian American Philosophy (CD), and 342 Latin American Philosophy (CD). (There is no Graduate Program in philosophy, nor are there department-specific policies bearing upon admission to or transfer into the major or minor.)

The Department attempts to balance core-curriculum courses and courses for majors and minors by keeping and regularly distributing each semester a cumulative record of the curricular offerings of its members that compares relevant ratios (of, e.g. lower- to upper-division and of majors-courses to core-courses). As course-schedules are arranged in consultation with the entire full-time faculty, an eye is kept towards insuring an equitable proportion of lower- to upper-division majors-courses and, similarly, an equitable proportion of core-curriculum to majors-courses.

D. Advising

All members of the department advise students. The department attempts, by periodic review of advisee-lists, to achieve equity in this departmental service. As advising often occurs serendipitously, those faculty who happen to be present at the opportune moment typically advise a student regardless of the advisee-list. The department semesterly publishes and prior to registration distributes to majors and minors a newsletter entitled "Sophia" that contains relevant course-descriptions of the up-coming semester's course-offerings. Faculty members have regular posted weekly office hours. Faculty regularly attend the department colloquia, which conduces to less formal opportunities for faculty-student interaction.

E. Academic Quality

The faculty esteem the overall quality of the program while keeping a constant eye on areas for improvement such as increasing the repertoire of service-learning designated classes for the Core. The move over the past five years to a 4-unit curriculum led the department to examine its commitments to the teaching of the history of philosophy while expanding its repertoire of course-offerings to achieve balance between the perennial and the novel. The department aspires to encourage and support academic integrity amongst all its students. Accordingly, the department has initiated what it regards as a sustained all-inclusive inquiry into best-practices conducive to fostering basic academic integrity that finds plagiarism and allied practices abhorrent.

III. Assessment

In keeping with the University's practices, we have established Program Learning Outcomes and Learning Outcomes for individual courses. Faculty state the learning outcomes for individual courses on their syllabi. Ideally, both sorts of outcomes admit of assessment. It will be helpful to list the Philosophy Department's Program Learning Outcomes in order to discuss how we assess success in achieving them.

Philosophy Program Learning Outcomes:

- 1) Students will define and classify the philosophical questions animating specific historical periods.
- 2) Students will demonstrate sophistication in analyzing and critically evaluating philosophical arguments.
- 3) Students will articulate in speech and writing the relations between philosophical enquiries in various areas, identifying and differentiating the broad categories of the philosophical enterprise.
- 4) Students will demonstrate an ability to philosophize, engaging the most profound questions of the discipline and employing the answers they find most cogent.
- 5) Students will cultivate greater awareness of the relation between practical philosophy (e.g. ethics and politics) and the need for social responsibility and justice in their community and around the globe.

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 (including some work on non-western perspectives), and a second course on the philosophy of the modern period (paying attention to scientific and political developments). The ethics course for majors, "The Uncommon Good," 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 course on "Human Person" and a course in logic. With these five required courses and five electives that include two seminars, 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 take "The Uncommon Good" and at least one of the two courses in the history of philosophy or "Human Person." Thus, minors also must 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.

The University requires all undergraduates to take a course in ethics (either Philosophical or Theological, the majority opt for Philosophical Ethics) and one core course in philosophy. 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. 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. 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, this year we established a regular required course in philosophical logic that replaced a less successful course ("First Word") that focused more generally on logic and argumentation. Since we must offer a large number of ethics courses each semester, we have a sizeable staff of adjunct instructors. Partially to ensure that their courses meet the stated learning outcomes, we have instituted the position of Ethics 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 make available their time to students to ensure that discussion can take place regarding concerns in meeting program learning outcomes.

IV. Faculty

A. Demographics

The USF Department of Philosophy has two full professors, four associate professors, and four assistant professors. In the last five years, they have published over 90 articles in journals and books. In the same time period they have published 2 single-author texts (and have 5 more under contract or nearing completion), 2 edited volumes, and at least 2 special journal editions. Three professors have held the competitively-awarded NEH Chair in Humanities in the last five years, and two have taught the university's Davies Seminar (again, awarded competitively). They serve on a variety of committees in the APA and other professional organizations, and have been the recipients of numerous university and national awards and honors.

B. Teaching

The faculty are extremely diverse in interests and background, enabling us to teach a wide range of courses, including history (ancient and modern), metaphysics and epistemology, philosophy of science, ethics, political philosophy, philosophies of race and gender, Asian philosophy, and philosophy of religion. However, there is also quite a bit of overlap, so in very few cases (and in none of the required courses for majors) is there only one faculty member who can teach a particular course. Teaching assignments are made by evaluating the ratio of courses for majors to courses for the Core Curriculum, and faculty with the lowest ratio have priority any given semester in teaching courses for majors (either required courses or seminars). If a course is taught in another program and not cross-listed with philosophy, then that course is not factored into the ratio. Thus, we are able to attain an overall balance among faculty regarding courses taught in philosophy. For example, if a faculty member has a course release and/or is teaching an interdisciplinary course, they will not be able to "return" to teaching in the philosophy department just to teach a seminar.

Due to the overlaps in the department and lack of territoriality, faculty have a great deal of flexibility in choosing what they teach, and consequently are very happy with their course repertoire. Many faculty have also developed new courses in line with their specific interests, both as electives within the major and as part of the Core curriculum. Although faculty often share experiences and syllabi from their classes, and have enough discussion so that the level of difficulty in the classes is at a rough parity, there is no oversight mechanism to inhibit the use of individualized and flexible teaching methods. Although many of the faculty have begun to incorporate Blackboard and other on-line technologies into their classes, there is no special pressure or requirement to do so (the department currently inquires into a uniform plagiarism-deterrence policy that may partially rely on such technologies).

The overall teaching effectiveness is monitored through careful advising sessions with majors, required seminars that incorporate learning and writing strategies from earlier

courses, and according to the learning outcomes and assessment methods described elsewhere in this document. Faculty are encouraged to participate in Faculty Development workshops, and some take full advantage of these. Junior faculty are typically only hired if they already have a demonstrated record of teaching excellence, and often bring new strategies to the rest of the faculty, while learning from practices that have been developed over the course of years. This is an informal process, based on the collegial relations among the faculty and a shared interest in teaching philosophy. Faculty also mentor students, sharing advising assignments, and running directed studies according to student requests and their own willingness to do so. Numerous faculty conduct a directed study yearly.

C. Research

The faculty are very active professionally and as researchers, but often in very different fields. Some work in the history of philosophy and/or on specific figures, others on issues in contemporary philosophy and ethics, others in political philosophy and philosophy of race and feminist philosophy. (Refer to the faculty biographical sketches below.) Faculty have taken advantage of relevant opportunities at other institutions. Recently, e.g., David Kim was a Resident Fellow at the W.E.B. Du Bois Institute, Harvard University (2003-2004) while Manuel Vargas was a Visiting Assistant Professor at California Institute for Technology (2003-2004).

More junior faculty in the department are in the process of developing national reputations, while the senior faculty are respected members of the philosophical communities in which they have been participating for many years. There are two primary areas of strength in the department. One is Catholic and Thomistic thought, in keeping with the historic tradition of the Jesuit University. Faculty have been associated with the Saint Ignatius Institute (including members of its founding faculty) throughout its history. The other strength is in philosophy of race and social and political philosophy, in which our department has as large a critical mass of active researchers in various sub-fields as do many, or even most, major research institutions. Our faculty publish in Africana philosophy, Asian and Asian American thought, feminist philosophy, Latin American philosophy, and postmodern critical theory.

Future areas of expertise depend on continuing to attract excellent teacher-scholars to the department (although there are no expected hires for the near future). The conflicted pluralism of U.S. philosophy – in which increasing resources for non-traditional philosophy exist along with the continued marginalization and ghettoization of topics and methods in critical race and feminist theories – depends in many ways on institutions like USF, where a more genuine pluralism can flourish, and research and teaching agendas are not squelched by a protective old guard of canonical analytical philosophy. In our department, faculty are mutually supportive, do not fight over students or try to undermine the research and teaching agendas of others, and tend to be more interested than not in the work done by others in the department. For instance, we have arranged for Faculty Colloquia two to three times each academic year in which, along with enjoying wine and food, the faculty listen to a presentation on recent work by one of the

department members and discuss it in detail for two hours. These events, which adjunct faculty and occasional select members of other departments also attend, have been very successful.

The sometimes overly excessive administrative oversight and procedures required by many different levels of the university prove most harmful to faculty productivity and creativity in terms of time and loss of effort expended. Curriculum committees, faculty development and research fund committees, and other reports and evaluations can become very time-consuming. Moreover, such committees and their allied practices (of, e.g., reimbursement policies and record-keeping) consume precious on-campus time and inhibit the autonomous development of departmental and individual programs and strategies when the same are found to be at odds with unstated or unclear administrative objectives. To date the faculty seem to be meeting, indeed exceeding, university-wide standards of accomplishment, as attested to by the regularity of promotions and tenuring, the active presentation of scholarship both on and off campus, and in the national recognition that USF receives excelling its venerable reputation as primarily a teaching university.

D. Service

Faculty members perform a great deal of service to the university and to the profession. Among many other appointments, faculty members serve and 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, the Campion Renovation Committee, the Strategic Enrollment Advisory Committee, the Housing Committee, and numerous other University-wide and College-wide committees. They have been the leaders in developing, chairing, and supporting new and established programs, including the new minors in African American Studies, in Gender & Sexualities Studies, Asian American Studies, and the older St. Ignatius Institute. Faculty have also been tremendously supportive to the profession, serving on Executive Committees of many philosophical organizations, serving on APA boards, reviewing essays for and in some cases editing professional journals and newsletters, sponsoring conferences and roundtables. They have been active teachers in their respective communities. Specifically, Michael Torre has taught for the Archdiocese of San Francisco, in both its seminary and its adult education program, the Catholic Studies Institute. Jeffrey Paris has taught college classes at the Northern California Women's Facility and San Quentin Prison.

The past three years have seen the introduction and development of an annual Philosophy Colloquium Series. Initiated by Manuel Vargas in Spring 2003, the Colloquium Series provides a forum for public lectures by philosophers from around the country. It has regularly been attended, at times drawing upwards of 100 students and faculty. Under the guidance of Jeffrey Paris, the Series included 11 speakers in 2003-2004, including Distinguished Professors such as Ralph McInerny, William L. McBride, Robert Bernasconi, and Margaret Walker; in 2004-2005 12 speakers comprised the series. Currently, Jacquelyn Taylor guides the Colloquia which presents 9 speakers, including a

week-long sequence of events around the inaugural "Fleishhacker Lecturer" (Michael Walzer) who joins us in March 2006. The Colloquium Series has brought renowned philosophers to speak at USF for the benefit of students and other faculty, while enhancing the national reputation of the department. In this, it is also complemented by the number of national conferences that have been hosted by the Department over the past few years, including the National Meeting of HOPOS in 2004, the Inaugural Meeting of the California Roundtable on Race and Philosophy in 2004, and the Biennial Meeting of the North American Sartre Society in 2005.

E. Relationships with other Departments and Programs

The department collaborates with many interdisciplinary minors and programs. Faculty teach courses in programs including African American Studies (also chaired by a department member), Gender & Sexualities Studies, the Saint Ignatius Institute, the Honors Program, the Center for Study of the Pacific Rim, the International Studies major, and the McCarthy Center. Direct collaboration with other departments is more limited, due at least in part to the geographical segregation of philosophy from most other humanities and social sciences programs. This latter limitation may be removed in the New Campion. However, the department has expressed its concerns regarding the administration's requirement, putatively imposed by a donor, that Philosophy and Theology be housed proximately. While the Philosophy department esteems its colleagues in Theology and Religious Studies, it hopes to enjoy greater intellectual intercourse with faculty from a greater diversity of disciplines in the New Campion. Being officed throughout the New Campion would better afford its members greater intellectual stimulation and exchange.

F. Recruitment and Development

The department has no hiring expectations in the near future, although there are obviously needs to be filled and specializations to be complemented. The faculty member nearest to retirement is the tireless Professor Ray Dennehy, who teaches metaphysics and epistemology.

Junior faculty professional growth is fostered informally via the department chair and more formally through the ACP annual review meeting with the Dean. Junior faculty are encouraged to share their work with one another, and have developed reading and study groups. Service appointments are developed both individually and via consultation with the Dean and the department chair. Information and expectations are communicated through department meetings and in informal discussions.

Faculty Biographical Sketches

Yoko Arisaka came to USF in the Fall of 1996 and is currently Associate Professor of Philosophy and Graduate Faculty at the Center for the Pacific Rim. She received her Ph.D. in Philosophy from the University of California at Riverside in 1996, and she was a CNRS research associate at *L'Ecole des Hautes Etudes en Sciences Sociales* in Paris in 1997. She has published, in both English and Japanese, over 18 articles and book chapters on Heidegger, Japanese philosophy (emphasis on Nishida), feminism, phenomenology, and critical theory, and has presented over 40 papers at conferences in the U.S., Europe, and Japan. At USF she has taught a variety of courses including *Asian Philosophy*, *Phenomenology*, *Philosophy of Art*, *Feminism*, *Philosophy of Mind*, *Philosophy of the Human Person*, as well as a service-learning *Ethics* course. She has also regularly taught a comprehensive course called *Cultures of Asia: Philosophy and Religion* in the M.A. program in the Asia Pacific Studies. In 2001, she received a Davies Forum grant to teach a *Food and Social Justice* course. She currently completes a manuscript on Japanese philosophy.

Thomas Cavanaugh joined the faculty as a term appointment in the Fall of 1994. In the Fall of 1997 he became a tenure-track member of the Department and was tenured and promoted to Associate Professor in the Fall of 2000. In the Fall of 2005, he was promoted to Full Professor and became Chair of the Philosophy Department. He regularly teaches the Core Curriculum courses entitled *Ethics: Bio Issues* and *Ethics*. He also has recently offered a Freshman seminar entitled *Lovers of Wisdom*. In the Philosophy Major he alternates (with other departmental members) the teaching of *Uncommon Good* (Ethics for majors and minors) and *Origins: Ancient Philosophy and Development*. He has recently offered *Special Topics in Ethics: Double Effect* as an Upper Division elective. Professor Cavanaugh has a book entitled *Double-Effect Reasoning: Doing Good and Avoiding Evil* forthcoming with the Clarendon Press, due out in July 2006. His current research concerns the virtue of temperance and topics in medical ethics. Professor Cavanaugh serves as the Chair of the Philosophy Department until the summer of 2007.

Raymond Dennehy is Professor of Philosophy at the University of San Francisco where he teaches metaphysics, theory of knowledge, and social ethics. He is currently in his fortieth year teaching philosophy and has been teaching at the University of San Francisco since 1974. After serving in the U.S. Navy aboard the heavy cruiser, USS Rochester (CA 124) as a radarman, 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 did graduate study 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. His teachers include Karl Popper, C.B. Macpherson, and Anton Pegis. One of the founders of the St. Ignatius Institute, he delivered its inaugural lecture in 1976, "The Mission of the Catholic University in the Contemporary World." 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*, and *Anti-Abortionist at Large* as well as editing *Christian*

Married Love. In 1999 United For Life of San Francisco gave him their "Human Life Award," and in 2003, the American Maritime Association awarded him their "Humanitarian" medal. On October 15th 2005, the Catholic Academy of Sciences in the United States of America installed him as one of their 50 members. His biography appears in *Who's Who in America*, *Who's Who in the World*, and *Who's Who in Education*.

David Kim began his career at USF as a James Irvine Minority Dissertation Scholar in the Fall of 1998, joined the faculty the following year as full-time tenure track faculty, and begins the 2005-2006 year as a tenured Associate Professor. Most of his teaching has been in general survey courses, some with an "ethnic studies" twist, for example *Asian American Philosophy*. His seminars have focused on either topics in political philosophy or philosophy of race, or in philosophy of mind or philosophical psychology. Both were areas largely missing in the department's curriculum, when he was hired; since then and since the arrival of a handful of new faculty, those gaps have been more than adequately filled. Apart from teaching, most of his energy and time has been spent on a variety of committee work both in and out of the university. In the university, his two most interesting projects were: (1) joining a 2-year grant-writing team to generate multicultural funding for USF, which culminated in the acquisition of 1 million dollars (the Irvine Phase III project); and (2) working with a team of faculty to create from scratch a new Asian American Studies Program and then directing it. Outside the university, chairing the APA's Committee on Asians and Asian Americans proved a meaningful experience. Most of his publications have been in philosophy of race/political philosophy, specifically on race and nation issues involving Asians and America. His dissertation was in moral psychology (specifically the nature and implications of disgust), and he plans to continue publishing from it. His current book project is on twentieth-century black political theory, with a distinct emphasis on Asians.

Jeffrey Paris joined the faculty as a term appointment in the Fall of 2001, becoming a tenure-track member the following year. He regularly teaches the Core courses *Existentialism* and *Social & Political Philosophy*, and has developed a Service Learning course called *Prisons & Punishment* in which students study moral and political issues surrounding punishment and mass incarceration, and work directly with prisoners, ex-offenders, and activist groups. In the Major he focuses on *Critics of Modernity* and *Postmodernism*, but has been known to teach *Phenomenology* and *The Uncommon Good*. Jeffrey Paris co-edited a book entitled *New Critical Theory: Essays on Liberation* and is at work on a manuscript entitled *After Rawls*. His research focuses on issues of the end of modernity, critical, postmodern, and world systems theories, and the philosophy of mass incarceration. Jeffrey Paris is Assistant and Managing Editor of the *Radical Philosophy Review*, and serves on the Executive Boards of the North American Sartre Society (Treasurer), The Peace & Justice Studies Association (Secretary), and the North American Society for Social Philosophy. Each fall, he teaches a philosophy course at San Quentin Prison in their College program. (Prison University Project).

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 Poincaré's philosophy of science and mathematics 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.

Ronald Robles Sundstrom is an Assistant Professor of Philosophy and the director of the African American Studies minor at the University of San Francisco. He earned his B.A. in philosophy from the University of Minnesota, Duluth, and his M.A. and Ph.D. from the University of Minnesota, Twin Cities. Before joining the philosophy department at USF in 2003, Professor Sundstrom was a member of the graduate philosophy faculty at the University of Memphis from 1999 to 2003. He has served on the American Philosophical Association's Committee on the Status of Blacks in Philosophy, and is a co-organizer of the *California Roundtable on Philosophy and Race*, and the *Symposium of Race and Gender*. His areas of research include race theory, political and social philosophy, African and Asian American philosophy, and philosophy and geography. He has published several essays in these areas, and is completing *The Browning of America and The Evasion of Social Justice* (forthcoming, SUNY), a book on contemporary challenges in race theory. He teaches courses in contemporary political philosophy, the history of political philosophy, race theory, and African American philosophy. In 2004, USF awarded him with the Davies Forum Professorship for the fall of 2005. For the Davies Forum, he taught a seminar and organized public talks on the topic of race, violence, and the law.

Jacqueline Taylor is an Assistant Professor of Philosophy, having joined the faculty in 2003. She teaches *Ethics: Gender Issues, Feminist Philosophy* and *Revolutions of Modernity* on a regular basis for the Philosophy Department. She also teaches *Modern Philosophy* for the St. Ignatius Institute, and *Feminist Thought* for the Gender and Sexualities Studies program. Her research focuses on Hume's philosophy, on contemporary ethical theory, and on feminist philosophy. She recently began work on a book (tentatively titled, *Reflecting Subjects: Sympathy, Passion and Society in Hume's Philosophy*), intended as the first full scale treatment of Hume's theory of the passions and his moral psychology. She actively contributes to Department and University life. Taylor founded the Undergraduate Philosophy Club last year. This year, she is running the Department's Colloquium Series. She is on the Faculty Advisory Board for Gender and Sexualities Studies, and has just been appointed to the Faculty Development Committee. She also does her part in serving the profession. In May 2005, she left the

Executive Committee of the Hume Society in order to take up a position as Associate Editor for the journal *Hume Studies*. She is co-organizer of the Bay Area Workshop on Feminism and Philosophy, which holds its first meeting in October 2005. She referees book proposals, manuscripts, and papers for a wide variety of publishers, journals and conferences.

Michael Torre received his Ph.D. in both Philosophical and Systematic Theology from the Graduate Theological Union (Berkeley) in 1983. He came to the University on 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 currently coordinates its Ethics sections. 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 grace and free will. His graduate studies were devoted mostly to ancient and medieval philosophy, with particular attention to the philosophy of Aristotle. Although he has taught many courses for the Department, he has always concentrated on Ancient and Medieval Philosophy. He teaches its Major course *Origins: Ancient Philosophy and Development* and an upper-division seminar *Contemporary Thomism*. He also regularly gives courses on Plato, and sometimes on Aristotle or Aquinas, the latter as seminars for majors. Currently, in addition to his *Plato* course, he teaches the Core classes of *Ethics* and the *Philosophy of Religion*. He was an active member of the Saint Ignatius Institute for over 15 years and has taught in the University's Honor program (*The Enlightenment*). He has also taught for the Archdiocese of San Francisco, in its seminary (*Ethics*) and now in its adult education program: the Catholic Studies Institute (*The Catechism of the Catholic Church*). He has edited one book, published some 20 journal articles and given some 30 papers. He has been active in the American Maritain Association for 20 years, and served as the Vice President of the Instituto Internazionale Jacques Maritain. He is a member of Phi Beta Kappa and Alpha Sigma Nu (The Jesuit National Honor Society).

Manuel Vargas joined the USF faculty in 2002. At USF has taught the following courses: *Ethics*; *The Uncommon Good*; *Mind, Freedom, Knowledge*; *Human Person*; *Latin American Philosophy* (cross-listed with Latin American Studies); *Nietzsche*; and a variety of special topics classes in ethics and the philosophy of action. Outside of philosophy, he has taught *Ancient Greek and Roman Literature and Culture* for the Saint Ignatius Institute. Vargas has published in journals such as *Philosophical Studies*, *Midwest Studies in Philosophy*, *Philosophical Topics*, *Pacific Philosophical Quarterly*, *Metaphilosophy*, and *The Journal of Cognition and Culture*. He also has a jointly-authored book under contract with Blackwell Publishers. In the past three years, Vargas has also been a visiting assistant professor at the California Institute of Technology and the University of California, Berkeley. He is the USF NEH Chair in the Humanities during 2005-2006, and in 2004 he won the first APA Prize in Latin American Thought. He also started the Philosophy Colloquium series at USF.

V. Departmental Governance

For over 25 years, Desmond FitzGerald was the Department Chair and ran the Department with the acquiescence of the majority of the Department (up to 7 full-time members), although not without thereby creating friction with some members. When he retired and the Chair passed to Michael Torre, he proposed that the Department should have formal 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 its full-time members – then 8 – being present). By all appearances, the By-Laws (*see Appendix 1*) put in place have worked well. They have continued in force, without further emendation, over the last eight years, which has seen 3 new Chairs, 6 new (and 2 additional) full-time members, and many new part-time faculty members.

The formal governance of the Department can be seen by consulting its 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. At present, this is a moot point as all current members are tenured or tenure-track. The faculty meetings have been very well attended by members of the Department throughout the last eight years. 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. The last four Chairs (i.e. since the establishment of the By-Laws) 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. Under the last three Chairs (and into the present Chair’s term), 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 participate (and often do participate) in its colloquium series of lectures and the Department’s own faculty lectures (where members discuss a faculty paper amongst

themselves). The Ethics 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. when the Department meets before the start of the school year, as it has often done in recent years. 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 the Colloquium series or heading up the Philosophy Club) 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.

Future: Some Possible Emendations

The adage "if it's not broken don't fix it" might reasonably be held to apply to the Department's current 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). Nevertheless, certain minor emendations might usefully be made. No doubt the Department can and will do this in the future, but there is no urgency to do so. For a more detailed consideration of its governance, consult the appended by-Laws.

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. To attract more majors and minors, the department needs to reach out to the diverse USF student population. This can be

accomplished through programming and the curriculum. Our department already offers courses on feminist philosophy and a wide variety of topics concerning social justice. Additionally, the department offers courses in African American, Asian American, and Latin American philosophy. The department can strengthen its pre-existing connections with other departments and programs that already attract a diverse student population. Indeed, there are already links between the philosophy department and African American Studies, Gender and Sexualities Studies, and Latin American Studies, and McCarthy center.

The intellectual and social climate for undergraduate majors and minors is fostered through the philosophy club and *Discourse*, an undergraduate philosophy journal published by our students. In addition to those student run programs, the department offers a colloquium series, and a few of our faculty members run reading groups and independent study groups on their own time. 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 advising sessions.

VII. Staff

The department currently has one full-time program assistant who supports ten full-time faculty and thirteen adjunct faculty. The program assistant has two student workers who assist her. One student worker assists with the daily operations of the department while the other assists mainly with departmental events such as the Philosophy Colloquium series and other Fleishhacker sponsored events. Since the department acquired full-time administrative support in May of 1997 (as recommended in the last departmental review) there has been no turn over for this position. We have been fortunate with our student assistants and have been able to retain them semester to semester. Turnover has been mainly due to graduation. Currently, there are no major changes underway to strengthen staff support. This is not to say, however, that no change is needed. The program-assistant has admirably adapted to changes as they come along and has acted accordingly with successful results.

A variety of professional development opportunities are offered throughout the year by ARETE, a program offered through the University of San Francisco's Professional Development & Affirmative Action office. This program also helps facilitate the annual appraisal process which covers mid-year evaluations (aka, mid-year check-in) in the Fall and the annual evaluation in the Spring. The Center for Information & Technology (CIT) regularly offers free computer classes to all faculty and staff and announces the same via regular e-mail. Upon request, CIT also provides tailor-made classes for both individuals and groups (i.e. program assistants) according to need.

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

Below is a summary of data on the inclusion of underrepresented groups for faculty and staff (please see data provided by the Dean's Office bearing on student diversity).

Faculty

Underrepresented groups in philosophy faculty
(total, with overlaps for multi-racial types)
Women: 2
Latino: 1
Black: 1
Asian/Asian American (excluding foreign nationals): 2

Underrepresented groups in faculty by ranks:
Full Professor: 0
Associate Professor: 2 (not including overlap categories)
Assistant Professor: 3 (not including overlapping categories)

Underrepresented groups as a percentage of full-time faculty:
Women: 20%
Underrepresented groups: 30%
(not including foreign nationals, not including women)
Foreign nationals: 10%

Underrepresented groups
Including women and foreign nationals: 50%

Staff

100% of our staff is from an underrepresented group, along both ethnic and gender lines.

As the above data indicate, our department is perhaps the most diverse philosophy department of its size in the United States, both philosophically as well as with the composition of its faculty in terms of underrepresented groups. This has been a product

of a variety of forces, some explicit and intentionally undertaken and some entirely accidental. The chief vehicle of developing a diverse faculty has been in our hiring faculty. In faculty searches there has been an explicit interest in recruiting from a diverse pool of applicants and our recent history of hires has reflected this. Moreover, we have benefitted from administration support in two ways. First, we have benefitted from the Irvine Fellows program (now defunct at the University but replaced by a similar program) which has attracted dissertation-stage scholars from underrepresented groups to USF, many of whom go on to receive tenure-track jobs at USF. Two members of the department were hired on as a part of the program (one tenured Associate Professor and one relocated). Additionally, when circumstances have allowed for it (whether in terms of faculty needs and applicant pool composition), we have received the support to make multiple hires. The department is generally congenial to diversity and provides a supportive environment to faculty, students, and staff. Curricular offerings, departmental activities, and the environs of the university all provide an environment that values diversity.

The principal barrier to recruiting members of underrepresented groups is the comparatively low percentage of new doctorates in philosophy who are members of underrepresented groups. Our record of hiring is especially strong given the comparatively low percentages of new Ph.D.s in philosophy who are members of underrepresented groups. Thus far, there does not seem to be any single factor that impedes the department's ability to retain students and faculty from underrepresented groups once they have been recruited: we have not lost enough faculty to other institutions to identify a recurring factor in our ability to retain faculty from underrepresented groups. The University can help the department with recruitment and retention by: (1) providing us with more positions, as we have an excellent track-record when given positions; and, perhaps more importantly, (2) providing the support to faculty we have recruited to keep them here when outside institutions attempt to hire them away.

We have endeavored to hire diverse faculty, partly as a reflection of the diversity of our students. In turn, the hiring of diverse faculty has tended to diversify our curricular offerings, which presumably makes departmental courses more attractive to a diverse student body. Accordingly, 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 studies of this issue, and what evidence there is is anecdotal. Our sense is that the academic culture and climate of the department are as good as they have ever been, but the connection to issues of diversity is unclear.

B. Internationalization

International issues have been integrated into course content and the curriculum in a variety of ways. We offer courses on Asian Philosophy and Latin American philosophy. 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. In all of these classes, international issues are raised and discussed in a variety of contexts and ways.

Students in the department have taken 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). Philosophy faculty have participated in international programs sponsored by USF or other institutions (e.g. Professor Torre taught in a summer abroad program in Retz, Austria).

The department recruits and retains both international students and faculty. In recent memory the department has never restricted its faculty applicant pool to people in the United States and the primary location of its advertisement for faculty openings (the American Philosophical Association's *Jobs for Philosophers*) is widely read and readily available around the globe. Retention of international faculty has thus far been unsurpassable. In recent memory the recruitment and retention of international staff has not come up. The department does not currently have any international partnerships with educational institutions. Our goals as they bear upon internationalization are to continue to hire and retain the best faculty and staff we can, irrespective of nationality, and to recruit and retain USF students irrespective of their national affiliation. We do not face any special challenges in the department regarding this area.

IX. Technology and Informational Resources

The philosophy department's need and use of technology are not expansive. But in some aspects of teaching and of research, certain kinds of technology have been vitally important and others are being explored for their potential. The university provides most of its full-time faculty (and all of its full-time philosophy faculty) with computers (PC or MAC) and replaces the computers with more up-to-date models every three years. This is of course a foundational form of technological support, and the faculty have been well-served by this program.

One of the primary advantages of using a computer is the access it enables to internet resources, like electronically-stored journals. There is 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 *JSTOR*), and a few individual e-journals, it remains rather limited in its overall set of subscriptions to electronic philosophy journals and philosophy journal archives. Given the very modest requests of the department for technology, this lack is somewhat pronounced.

In regards to pedagogy, the department has not for the most part relied on technology in the classroom (beyond, for example, showing a video or DVD in class), and none have offered on-line courses at USF. Still, some members of the department have at least experimented with technology in their teaching and might make it a regular part of their pedagogy. For example, a few have explored *Blackboard* to facilitate out-of-class discussion. And some have tried power point presentations to supplement or augment traditional lecture formats. Perhaps this overall lack of technological use will change with the ease offered by the "smart room" structures to which many of the existing classrooms are being converted. But perhaps not, since the disuse of such technology might stem from commitments to pedagogical traditions in philosophy that emphasize oral communication. Finally, one concern of the department that has turned it in an explicitly technological direction is plagiarism. Currently, the department is experimenting with the anti-plagiarism internet resource, *Turnitin.com*.

In terms of informational resources, the department has some limitations. It has its own small library of donated books, the Desmond FitzGerald Library. And it can avail itself of the books, journals, and e-journals of the Gleeson/Geschke Library, which serves the whole university. Of course, the main body of research materials is located in the Gleeson/Geschke Library, and here the offerings are somewhat modest given the fact that USF is primarily an undergraduate and teaching university. As noted above, the e-resources are rather lacking. But the lack of books is perhaps not felt as sharply. This might be because the university has an effective and relatively quick, networked inter-library loan program, *Link Plus*. It has a less effective inter-library journal article program. As the university continues to raise its research profile, it seems inevitable that its library will take on more of the features of a research university library. This will be a welcome change for the department.

X. Facilities

The previous (1994) external reviewers' report stated that, "there is an obvious need for increased office spaces for the Department's faculty, for its secretary, and for a lounge where faculty and students can meet on an informal basis." The office spaces for full time faculty are adequate while those for part time faculty (thirteen) remain decidedly inadequate. The secretary's space remains the same while no lounge space has been developed (although the faculty cultivate a cautious optimism concerning the New Campion).

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. Indeed, it is deplorable. The philosophy department lacks a seminar room of its own and consequently must compete with other departments for available seminar space. Attempts to "create" a temporary seminar room out of a lecture hall by having the students arrange their seats in a circle fall short to the extent that the result cannot provide the ambience the proper

seminar room offers to encourage student participation in the discussion of texts. 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 has less need for such resources, 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, but the same cannot be said for journals. 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.

XI. Conclusions

A number of strengths characterize the department: a faculty that uniformly enjoys teaching philosophy to undergraduates (those who major in the discipline, those who take but a few courses, and those who take service-learning philosophy courses), departmental pluralism, a collegial environment, an ongoing commitment realized over one-hundred and fifty years to profess perennial philosophy, and the former complemented by critical race and gender philosophies. In terms of collegiality and pluralism, one finds tremendous cooperation, both in departmental administration, hiring practices, and the balance of courses offered, between philosophers that research and teach in areas of critical race philosophy, the catholic philosophical tradition, classical ethics, critical gender philosophy, and the history of philosophy. Considering critical race and gender philosophies, the department's diverse approaches to social & political philosophy include experts in Asian and Asian American philosophies, Africana philosophy, Latin American philosophy, feminist philosophy, Marxism, and critical social theory. In terms of the catholic philosophical tradition, one finds currents 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. Similarly, classical ethics and the history of philosophy find a sound representation within the department. For a small department to have such a pluralistic range of catholic, historical, and critical philosophies, and such a diverse faculty, makes it a clear leader in terms of its diversity among mid-size departments in the country.

While philosophy departments are typically not at the forefront of service learning (since other fields such as education, policy, and science programs, for example, all have a head start in out-of-classroom learning environments), our department has been a leader, first in offering an *Ethics: Service Learning* course in which students explored notions of duty, fairness, and the common good via service learning in women's and homeless

shelters (among other sites). Then, the department began to offer one of the first courses on campus specifically designed to incorporate classroom and service learning: *Prisons & Punishment: SL*. One of the recurrent difficulties in the new field of service learning is that the service component is too often “tacked on” to existing courses as an afterthought; *P&P*, on the other hand, takes service learning as a constituent aspect of the course, and thus never looks, for instance, at issues in punishment, morality, and mass incarceration in the abstract, but as practical issues to be understood, evaluated, and changed.

The department faces a number of challenges. Amongst them one numbers the maintenance of its pluralism noted above, the proportion 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), and, generally, maintaining the perennial and the new without detriment to or preponderance of either. Concerning the hiring of female faculty, while no special obstacles have prevented further hires, it would well remain a priority for the future. With respect to attracting and graduating non-white majors, individual members of the department have made a number of outreach efforts, but it remains the case that non-white students at the university are typically “tracked” toward different majors. Moreover, CORE classes – the very classes that can be crucial in attracting students to the major – may not sufficiently incorporate material from the emergent traditions of race and gender philosophy. A serious obstacle to altering this situation is the imbalance between adjunct and full-time faculty, with the adjuncts responsible for many CORE classes.

The department experiences a high level of collegiality. Meetings are productive; differences of opinion are invariably resolved through effective compromise solutions that satisfy all members. Workload distribution is carefully monitored and constantly adjusted to even it out among tenured and tenure-track faculty. Due to the active research agendas of most of the department, there is a regular inflow of philosophers participating in events sponsored by the department (including conferences, mini-conferences, the “Alternative APA,” the Fleishhacker Colloquium Series, Davies Forums, Departmental Colloquia, Feminism and Philosophy Working Group, and events scheduled by individual faculty in association with courses); these events are attended very well by department faculty. In addition, overlapping interests lead to department members sharing their research with one another and providing feedback and criticism.

XII. Comprehensive Plan for the Future

As noted, the USF Philosophy Department's mission is to, "foster philosophical thinking at the University of San Francisco by providing strong majors and minors for students, by offering excellent courses in the CORE curriculum, and by supporting the philosophy faculty and students by creating a learning community." In the sesquicentennial year of carrying out this mission, we see the perennial philosophical enterprise continuing here at USF. To improve in our fulfillment of this mission, the administration must sustain the ten full-time lines devoted to the department. Moreover, given its obvious historical willingness to diversify its faculty ranks, the Philosophy department has shown itself deserving of even more such lines in keeping with this stated goal of the Administration. As noted, the department requires both space and furniture (seminar tables) in that space conducive to the excellent courses it attempts to continue to deliver. Much hangs on the New Campus which depends largely upon the administration's good will in addressing our noted concerns. The Department has an ongoing commitment to continual review of the major and minor (as evidenced by, for example, the experimentation with "The First Word"). In a collegial spirit, the department will continue so to review its offerings and to cull and diversify the same. The department aspires to maintain and increase the number of its majors and minors by continuing on its course and modifying the same.

The new role of Ethics Coordinator (inaugurated in this academic year) presents the department with an opportunity (that has been duly seized upon by its current occupant, Professor Michael Torre) to introduce a greater sense of community and collegiality in the ranks of the fine adjunct faculty our department enjoys. This role also offers the Department the opportunity to insure greater consistency amongst the CORE AREA D-3 ethics offerings and to leverage the opportunity this required course offers to the department to recruit a larger number of majors and minors. The Department needs to make greater efforts to similar ends amongst those adjunct faculty who teach Core Area D-1 (the required Philosophy course). In the Fall of 2005, the Department began an inquiry into adopting a uniform plagiarism-detection procedure (using turnitin.com in all classes for all significant papers). This experience is one the department will review in the Spring of 2006 in light of surveys conducted amongst the faculty and students in order to determine the desirability of adopting a uniform method of discouraging, detecting, and responding to instances of plagiarism. The department hopes to develop a reputation for academic integrity where basic practices of academic honesty flourish and where students come to regard academic dishonesty as both abhorrent and aberrant.

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.

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 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. Part-time faculty, and visiting and emeritus faculty, are welcome to attend department meetings as non-voting visitors. Members are expected to attend all department meetings.

IV. Department Chair

- A. 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.
- B. 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.
- C. The Chair shall serve a three-year term, where year is defined by academic year.
- D. 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.
- E. 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 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.

- F. 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. 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.

VI. Committees

Committees may be created at department meetings, as necessary.

VII. 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.

VIII. Amendments to By-Laws

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

IX. 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.

