Self-Study

Philosophy Department, University of San Francisco
Self-Study Draft for Dean's Office, completed Jan. 2nd, 2022
This self-study supersedes an initial self-study, the final version of which was completed March 16, 2020

I. Departmental Mission, History and Goals

A. Mission

Executing its mission, the philosophy department fosters philosophical thinking by providing an intellectually engaging major and minor, offering excellent core-courses, and fostering a reflective community amongst the faculty and students. Philosophy grounds USF's education in the Jesuit, Catholic tradition. The department upholds that venerable tradition in the major, minor, and Core curriculum. Consonant with the University's mission, the philosophy department offers diverse courses to educate women and men for others.

B. History

The department plays a major role in the Core curriculum. Philosophy typically offers 8 of 44 Core units to all undergraduates (in required areas D1–exclusively Philosophy–and D3 Ethics– shared with Theology &Religious Studies). It also maintains a vibrant philosophy major (of 44 units) with 47students and a robust (20-unit) philosophy minor of 37 students as of January 2022.

One significant change since the previous program review (2013) concerns our faculty. Our esteemed colleagues Professors Stump and Dennehy retired, Professors Vargas and Spencer relocated (to UC- San Diego and the University of Pennsylvania, respectively), and Professor Paris joined the USF College of Arts and Sciences administration as an Associate Dean. Since our last program review (2013) we have welcomed with delight Professors Mason (Associate Professor, tenured), Ashton (Associate Professor, tenured), and Leonard (Assistant Professor/term) to our ranks.

History suggests that we will continue to make modest revisions to our curriculum (see section II, below). Complementing the major role that philosophy plays in the Core, faculty regularly serve many interdisciplinary programs in the College of Arts and Sciences, including, amongst others, the African American Studies program, the Asian American Studies Program, the Environmental Studies Program, the Honors College, the Saint Ignatius Institute, and the Gender and Sexualities Studies Program.

Currently, we have 10 full-time faculty members (8 tenured and 2 term-appointments). Since our last (2013) APR, we have successfully hired, tenured, and promoted Associate Professor Rebecca Mason (in metaphysics, as suggested in the 2013 APR) and Associate Professor Geoff Ashton (in Asian philosophy). However, in the Fall of 2019 Professor Paris joined the College of Arts and Sciences as an Associate Dean. Moreover, we have had a number of retirements (2) and have lost faculty (2) to other institutions. In 2013, we enjoyed a departmental membership of 12 —11 tenure-track or tenured, and 1 term. Now in 2021, we have been reduced to a faculty of 10 (8 tenured, 2 term). In 2013, we had a significant need for more full-time faculty (as our last APR repeatedly noted). All the more so do we currently need to add to our even further reduced full-time faculty ranks. Such hiring, however, is principally in the hands of the administration, not those of the department. (One notes that, when given the opportunity by the administration, the department has successfully concluded its searches in the hiring of excellent, diverse, sought-after faculty.) Philosophy department faculty numbers have not adequately increased over the past two APR cycles (from 10 in 2006—all tenure track or tenured—to 12 in 2013—11 tenure-track or tenured, 1 term—and now 10 in 2021—8 tenured, 2 term-appointments) while undergraduate enrollment increased 9.86% from 5,404 in 2006 to 5,937 in 2021. The major and minor have also grown significantly in recent years. Just to remain even with its proportions in 2006, the department should have -- at minimum -- 11 tenure-track, tenured, or full-time members.

As regards those matters within our control and recommended in the most recent APR, the department through its own efforts has successfully met all such suggestions. Amongst these met objectives (under our control) we particularly note that the department has: successfully increased the size of the major and minor via Core-class-visitations and other active recruitment efforts; instituted a pro-active department-wide advising protocol associated with a semesterly group-advising session; revived the Senior thesis in philosophy option (in Spring of 2019 the department had 3 successful theses, 2 in S 2020, 1 in S 2021, and anticipates 1 in the Fall of 2022); inaugurated a voluntary and widely-practiced faculty-initiated office-sharing program so that all adjunct faculty have access to office space; and has initiated an annual department newsletter for alumni relations. In the AY 2018-2019 the (needless to say, active) philosophy-club received the "Best Academic Club of the Year Award at USF" from the ASUSF. The club continues to meet weekly; In December 2021 the club sponsored a well-attended (outdoor) end-of-the-semester pizza party.

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 diverse pursuits ranging from graduate studies (in philosophy, law, and other disciplines) to immediate post-graduate careers in teaching, business, and the nonprofit sector, amongst numerous others. 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. We continue diligently to pursue these goals to the extent to which they lay within our control.

II. Curriculum

A. Major and Minor in Philosophy

The Department offers a Major and a Minor, along with a Senior Thesis in Philosophy.

Major in Philosophy. In fulfilling the Major, students learn both historical and contemporary philosophy in both the analytic and continental traditions. The Major in Philosophy requires the completion of 44 units in philosophy: 16 of these units are required courses; the remaining 28 units are electives (of these, 20 units must be taken at the 300 or 400 level). As is the case throughout the College of Arts & Sciences as of Fall 2019, these courses require a minimum enrollment of fifteen (previously this was twelve) though exceptions may be made. Seminars have a maximum enrollment of twenty, while some of the required courses may have a maximum enrollment of thirty (although most required courses are capped at twenty as well).

Two of the required courses for the major 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. The other two required courses are "Ethics for Majors" (315), which covers both ethical theory and social issues (and serves to fulfill the Core D3 requirement); and "Logic" (319), which introduces students to contemporary symbolic logic, including propositional and predicate logic.

Philosophy Major Program Learning Outcomes
1. Students identify primary philosophical themes found in the writings of major ancient, medieval, modern, and moral philosophers.
2. Students write historical and argumentative essays on central philosophical issues.
3. Students develop philosophical arguments using formal and informal methods originated by historical and contemporary philosophers.

Learning outcomes 1 and 2 are achieved by foundational courses 310, 312, and 315; and upper-division electives. Learning outcome 3 is achieved by foundational required courses 310, 312, 315, and 319; and upper-division electives.

Minor in Philosophy. The minor requires the completion of 20 units in philosophy. 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 complete the minor, they take three additional electives at the 300 or 400 level.

Philosophy Minor 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.

These learning outcomes are achieved through foundational courses 310 and 315 and through upper-division elective courses.

Philosophy electives may be chosen from a wide variety of courses. 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. Upper-division philosophy electives are taught on rotation by full-time faculty. Typically, philosophy faculty teach one upper-division elective every other year. Elective courses fall (roughly) into five categories (Directed Studies are marked by an asterisk):

I. History of Philosophy & Historical Periods

PHIL 330: Reading Aquinas (Cavanaugh, Spring 2015)
PHIL 380: Nietzsche/Nietzscheans (Kuperus, Fall 2017)

PHIL 482: Topics in the History of Philosophy: Passivity, Vulnerability and Suffering (Oele, Spring 2015)
PHIL 482: Topics in the History of Philosophy: Augustine (Torre, Spring 2015)
PHIL 482: Topics in the History of Philosophy: Stoics and Neo-Platonists (Torre, Fall 2017)
PHIL 403: Pragmatism (Stump, Fall 2016 and Fall 2018)
PHIL 405: Analytic Philosophy, Frege to Wittgenstein (Stump, Fall 2015)
PHIL 482: Augustine and his Influence (Torre, Fall 2019)
PHIL 482: Special Topics: Philosophy of Nature (Kuperus, Spring 2020)
PHIL 482: Special Topics: Indian Philosophy (Ashton, Spring 2020)
PHIL 482: 20th Century Continental Philosophy (Oele, Fall 2020)
PHIL 482: Contemporary Aristotelians (Torre, Spring 2021)
PHIL 399: Writing About Aquinas* (Cavanaugh, Spring 2017)
PHIL 399: Heidegger* (Kuperus, Summer 2018)

II. Social and Political Philosophy

PHIL 335: Feminist Thought (Mason, Fall 2019)
PHIL 380: Free Will (Vargas, Fall 2014)
PHIL 380: Philosophy and Economics (Taylor, Spring 2016)
PHIL 380: Feminist Philosophy (Mason, Fall 2020)
PHIL 380: Anarchism and Decentralized Politics (Kuperus, Spring 2021)
PHIL 380: Philosophy of Race and Racism (Sundstrong, Fall 2021)
PHIL 381: Advanced Social and Political Philosophy (Sundstron, Spring 2015, Fall 2018, Spring 2020)
PHIL 482: Contemporary Aristotelians (Torre, Spring 2021)
PHIL 483: Human Rights, East and West (Kim, Fall 2015, Spring 2019)
PHIL 483: Families and Formative Politics (Kim, Fall 2016)
PHIL 399: Feminist Legal Theory* (Taylor, Intersession 2015)
PHIL 399: Theories of Justice* (Sundstrom, Intersession 2015, Fall 2015)
PHIL 399: Philosophy of Multiculturalism* (Sundstrom, Spring 2017)
PHIL 399: Social and Poststructuralist Feminism* (Taylor, Spring 2019)

III. Epistemology, Metaphysics, Philosophy of Mind, Philosophy of Science

PHIL 325: Metaphysics (Mason, Spring 2016)
PHIL 380: Philosophy of Emotion (Kim, Fall 2021)
PHIL 402: Phenomenology (Oele, Spring 2019)
PHIL 480: Truth, Lies, and Bullshit (Mason, Fall 2017)
PHIL 480: Believing with Others (Leonard, Spring 2022)
PHIL 480: Metaphyiscs of Sex and Gender (Mason, Spring 2022)

PHIL 482: Topics in the History of Philosophy: Heidegger and Sloterdijk (Oele, Spring 2017)
PHIL 399: Ecopsychology* (Paris, Fall 2015)
PHIL 399: Second-Semester Logic* (Stump, Spring 2016)
PHIL 399: Philosophy of Social Science* (Stump, Fall 2016)
PHIL 399: Philosophy of Free Will* (Vargas, Fall 2016)
PHIL 399: Philosophy of Science* (Stump, Summer 2018)
PHIL 399: Philosophy of Technology* (Stump, Spring 2019)

IV. Value Theory

PHIL 339: Moral Psychology (Vargas, Fall 2016)
PHIL 339: Moral Psychology (Taylor, Fall 2019)
PHIL 373: Animal Ethics (Paris, Spring 2017)
PHIL 373: Contemporary Ethical Problems (Paris, Fall 2018)
PHIL 380: Sentimentalism: Moral and Aesthetic (Taylor, Spring 2021)
PHIL 482: Contemporary Aristotelians (Torre, Spring 2021)
PHIL 484: Topics in Ethics (Paris, Fall 2014)
PHIL 484: Absolutism vs. Consequentialism (Cavanaugh, Fall 2015)
PHIL 484: Action Theory (Cavanaugh, Spring 2019, Fall 2020, Spring 2022)
PHIL 399: Human Enhancement* (Paris, Fall 2014)
PHIL 399: Environmental Ethics* (Paris, Summer 2017)
PHIL 399: Confucian Ethics and Social Responsibility* (Kim, Summer 2017)
PHIL 399: Business Ethics* (Sundstrom, Spring 2016)

V. Eastern Philosophy

PHIL 482: Buddhism (Ashton, Spring 2018)
PHIL 482: Zen Buddhism (Ashton, Fall 2021)

VI. Aesthetics

PHIL 377: Philosophy and Literature (Taylor, Fall 2014)
PHIL 380: Sentimentalism: Moral and Aesthetic (Taylor, Spring 2021)
PHIL 399: Aesthetics* (Taylor, Spring 2015)

Size of Major and Minor
The total number of philosophy majors began to decline in 2014, hitting a low of 36 students in 2016-2017 when an unusually large class of majors graduated. However, the philosophy major rebounded and grew to 51 students in 2017-2018 and 55 students in 2018-2019. Despite a drop in numbers during 2020-21, in general since our last self-study in 2013-2014), both the major and minor have grown.

This growth is attributable to at least three sources. First, there was a particularly large incoming class of freshman philosophy majors in the fall semester of 2018. Second, beginning in the spring semester of 2017, the department began conducting classroom visits to promote the major and minor in philosophy courses with D1 and D3 Core designations. These visits have helped the department to rebuild its major and to substantially grow the size of the minor. Thirdly, since Fall 2017 we have collaborated with the Admissions Office and sent out letters to philosophically-minded admitted students, explaining to them the value of studying philosophy at USF. More specifically, we worked with admissions to send letters to admitted students who indicated an interest in philosophy, but it is still too early to tell whether this has helped to grow our majors and minors. In the fall of 2018, we had a very large incoming class of freshman philosophy majors, but the year after we did not (the letters in both years were similar).

Academic Year	Majors	Minors
2014-2015	45	19
2015-2016	40	25
2016-2017	36	22
2017-2018	51	42
2018-2019	55	34
2019-2020	58	40
2020-2021	34	27
2021-2022*	47	37

*As of S 22

Senior Thesis in Philosophy
The Philosophy Department offers all its majors the opportunity to write a Senior Thesis. We wrote the requirements for the Senior Thesis in Spring 2015 to replace the former Honors Thesis. Since we rewrote the requirements, and opened up the thesis to all interested majors, we have gradually seen an increase of students writing a Senior Thesis (about one per year). In Spring 2019, three students successfully defended their senior thesis, and in Spring 2021 one student defended their senior thesis. There is no other required Capstone requirement.

B. The Core Curriculum

The Core Curriculum (i.e., general education) requirements for every USF undergraduate mandate that one Philosophy course be taken (referred to as Core, Area D1).

The Department regularly offers a variety of courses that satisfy the Core D1 requirement, seven of which are First Year Seminars (PHIL 195):

> PHIL 110: Great Philosophical Questions
> PHIL 195: The Meaning of Life
> PHIL 195: What is Wisdom?
> PHIL 195: Existentialism in San Francisco
> PHIL 195: Minds and Machines
> PHIL 195 The Human Animal
> PHIL 195: God, Science, Life
> PHIL 195: Asian Traditions in San Francisco
> PHIL 202: Philosophy of Religion
> PHIL 203: Social and Political Philosophy
> PHIL 204: Philosophy of Science
> PHIL 209: Aesthetics
> PHIL 211: Ancient Philosophy
> PHIL 220: Asian Philosophy
> PHIL 230: Philosophy of the Human Person
> PHIL 231: African American Philosophy
> PHIL 242: Latin American Philosophy
> PHIL 251: Mind, Freedom, Knowledge
> PHIL 253: African American Philosophy
> PHIL 256: Existentialism
> PHIL 310: Ancient and Medieval Philosophy (majors and minors only)

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 Department regularly offers a variety of courses that satisfy the Core D3 requirement, four of which are First Year Seminars (PHIL 195) and one of which is a Transfer Year Seminar (PHIL 295):

> PHIL 195: Ethics and Film Noir

PHIL 195: Environmental Ethics
PHIL 195: When East Meets West
PHIL 195: Ethics of Integrity
PHIL 240: Ethics
PHIL 240: Ethics (War, Torture, and Terrorism)
PHIL 240: Biomedical Ethics
PHIL 240: Animal Ethics
PHIL 240: Business Ethics
PHIL 241: Ethics (Service Learning)
PHIL 244: Environmental Ethics
PHIL 295: Moral Responsibility
PHIL 315: Ethics for Majors (majors and minors only)

The Philosophy Department has added two new D3 courses to the USF course catalogue since Fall 2020. Both of these courses were developed in cooperation with the Department of Engineering, and the Departments of Computer Science, Data Science, and Mathematics respectively:

PHIL 246: Engineering Ethics
PHIL 248: Philosophy of Technology

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. The Department only offers one course which satisfies the Core SL requirement. Moreover, as of the 2019/2020 academic year, the Core Service Learning requirement has been replaced by the Community Engaged Learning (CEL) requirement. Presently, the Philosophy Department has not offered any courses which satisfy the CEL requirement, although we are expecting approval of a CEL D1 course, PHIL 214, The Social Contract, scheduled to be taught for the first time in Fall 2020). Since Fall 2014, the Philosophy Department has only offered three courses which satisfy the Core CD requirement:

PHIL 231: African American Philosophy
PHIL 242: Latin American Philosophy
PHIL 275: Asian American Philosophy

The majority of Philosophy Core classes offered in the five-year period between Fall 2014 and Spring 2020 were taught by part-time philosophy faculty. However, as the table below shows, the percentage of FT faculty teaching Core classes has increased from a low of 22 percent in Fall 2014 to a high of 48 percent in Fall 2018. The percentage of Core classes

taught by full-time faculty dropped beginning in Fall 2020 primarily due to the retirement of one full-time faculty member. Part-time faculty continue to teach a large majority of the Core classes offered by the philosophy department during summer and intersession. Due to recent changes to the part-time faculty contract, it may be the case that summer courses will be taught by non-PHP part-time faculty from now on, although currently PHP part-time faculty continue to request summer and intersession teaching.

NB: The Department's Core offerings in Fall 2020 and Spring 2020 were consistent with recent semesters (Fall 2017-Spring 2020) despite overall lower undergraduate enrollment across the University due to the Covid-19 pandemic.

In Summer 2021, the Philosophy Department debuted its first fully online courses as part of the University's Summer Online Core Course Initiative (one D1 and one D3). In summer 2022, a third fully online course will be offered by the Philosophy Department (D1).

Fall and Spring Semesters

Semester	Total Number of Philosophy Core Classes (CD, D1, D3, SL)	FT %	PT %
F 2014	37	22	78
S 2015	37	22	78
F 2015	43	32	68
S 2016	36	36	64
F 2016	37	30	70
S 2017	33	27	73
F 2017	33	39	61
S 2018	33	36	64
F 2018	35	48	52
S 2019	32	43	57
F 2019	34	41	59
S 2020	32	38	62
F 2020	33	32	68

S 2021	30		37	63
F 2021	33		30	70
S 2022	33		24	76

Summer and Intersession

Summer	Total Number of Philosophy Core Classes (CD, D1, D3, SL)	FT %	PT %
2015	6	0	100
2016	4	25	75
2017	5	20	80
2018	5	0	100
2019	6	27	83
2020	6	0	100
2021	7	57	43

Intersession	Total Number of Philosophy Core Classes (CD, D1, D3, SL)	FT %	PT %
2015	3	0	100
2016	3	0	100
2017	2	0	100
2018	2	0	100
2019	3	33	67
2020	3	33	67
2021	3	33	67

C. Advising

All full-time members of the department advise students. The Chair and Program Assistant keep and maintain a Google spreadsheet of all Majors and Minors along with their Advisors, and share this with all FT faculty. These Advisors are also updated formally in the Banner system (the University's administrative computer system) regularly by the department Program Assistant. Students are provided the opportunity to change their Advisor should they choose, based on personal fit, although this happens rarely. When faculty are on leave or sabbatical, the Chair temporarily re-assigns advising duties to another Advisor.

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 to review their Major and Core requirements.

Beginning in Fall 2018, the Department began organizing group advising for philosophy majors and minors. Group advising is scheduled during "activity hour." During the group advising session, a faculty member reviews graduation requirements for majors and minors; provides advice on how to graduate on time; and presents the philosophy seminars for the following semester. After their presentation, faculty members are available for individual questions and to lift students' advising hold. As our major and minor grow, group advising is a helpful supplement to individual advising sessions.

As for the minors, the Chair reaches out to all minors every semester, and sends them the updated list with available seminars. Until Fall 2021, the Chair serves as advisor to all philosophy minors. However, given the growth of the minor and the ever-increasing administrative responsibilities of the chair, the Department decided to divide the minors among the full-time faculty. While the minors are not required to meet with their Philosophy Minor Advisor quite a few do so.

D. Future Directions

Given the growth of the Major and Minor, as well as changes to the composition of the department (newer full-time faculty members Mason, Ashton, Leonard) the department may wish to consider expanding the philosophy major to include a broader range of required courses that reflect the pluralism of the profession and our department.

Honors College. The Philosophy Department has started offering D1, D3 and 2-unit symposia for the Honors College beginning in Spring 2018 (as part of the "soft launch" of the Honors College) including:

> HON 390: AI and the Future of Work (Mason, Spring 2018)
> HON 200: Global Humanities (Kim, Fall 2018, Spring 2019, Fall 2019; Kuperus, Spring 2019; Ashton, Fall 2018, Spring 2020, Spring 2022)
> HON 318: Wisdom's Lovers: Ancient and Medieval (Cavanaugh, Spring 2020)
> HON 353: Feminist Ethics (Taylor, Spring 2022)
> HON 356: Narratives of Freedom (Sundstrom, Spring 2022)
> HON 365: Global Ethics (Kuperus, Spring 2019, Fall 2019, Spring 2020, Spring 2022; Sundstrom, Spring 2020)
> HON 390: Zen and Leadership (Ashton, Spring 2019)
> HON 390: Zen and Facing Suffering (Ashton, Fall 2018, Spring 2022)

The Philosophy Department continues to develop philosophy courses for the growing student population at the Honors College (presently around 600).

The Department has developed a D3 Engineering Ethics (PHIL 246) course for students admitted to the new Engineering Program, as well as an Ethics of Technology (PHIL 248) course to serve students in Mathematics and Computer Science.

III. Assessment of Student Learning

The following are the program learning outcomes (PLOs) for the major and minor. Listed underneath each Major PLO are the standards we use to determine the success of the outcomes. Those standards function as the rubrics for PLO assessment. The standards for the major PLOs are used to measure the success of the minor PLOs.

A. Major PLOs
1. Students identify primary philosophical themes found in the writings of major ancient, medieval, modern, and moral philosophers.
   a. Below expectations: The student shows little or no understanding of the basic texts, traditions, theories, questions, and values that constitute the history of philosophical thought. The student is unable to demonstrate a meaningful understanding in their written and oral arguments.
   b. Minimal acceptable: The student shows a general understanding of the basic texts, traditions, theories, questions, and values that constitute the history of

philosophical thought. The student is also able to demonstrate this understanding in their written and oral arguments.

    c. Exemplary: The student provides clear evidence of a nuanced understanding of the basic texts, traditions, theories, questions, and values that constitute the history of philosophical thought. The student is also able to provide detailed and subtle interpretations in their written and oral arguments.

2. Students write historical and argumentative essays on central philosophical issues.

    a. Below expectations: The student is unable to ask relevant questions, to conceive, suggest and answer those questions, or to support their own positions with appropriate arguments. The student shows little or no understanding of any additional implications of their positions.

    b. Minimal acceptable: The student shows that they are able to ask relevant questions, to conceive, suggest and answer those questions appropriately, and to support their own positions with logically competent arguments. The student can also show an understanding of the more general implications of the question as framed and their position taken on that question.

    c. Exemplary: The student shows that they are able to ask relevant and original questions, to suggest novel answers to those questions, and to support their own positions with creative and compelling arguments. The student can also take into account a range of competing arguments and show why their position taken is superior to those alternatives.

3. Students develop philosophical arguments using formal and informal methods originated by historical and contemporary philosophers.

    a. Below expectations: The student is unable to locate information, or inappropriately uses or fails to cite sources. The student shows little or no ability to critically analyze their sources. The student is unable to utilize effective philosophical argumentation to defend a stated thesis.

    b. Minimal acceptable: The student is able to locate, appropriately use, and cite sources with critical analysis and application of those sources. Essays serve to establish a primary thesis by following one accepted method of philosophical argumentation and defending that thesis from competing or alternate interpretations.

    c. Exemplary: The student is able to demonstrate excellence in conducting critical research on philosophical topics. The student can also demonstrate some degree of originality grounded in the source material. Essays provide a basis for further research by including relevant secondary sources and a wide range of primary material.

B. Minor PLOs

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.

Included in the appendix are the Annual Assessment of Program Learning Outcomes reports for AY 2020-2021, 2019-2020, 2018-2019, 2017-2018, 2017-2016, 2016-2015, and 2015-2014. These are all the annual assessment reports that date back to the last Academic Program Review in 2013.

As stated in the reports, our yearly assessments occur in two steps; the first employs an **indirect** method and the second a **direct** method of assessment.

a) Indirect: The department selects one of the foundation philosophy courses, as well as one of the D1 or D3 core classes, and collects across two iterations of the courses their syllabi and assignment materials. The collected material will be reviewed to determine whether the courses meet the expectations of the PLO. We will not be comparing the performance of the upper-division course to the lower-division course, but rather examining how the courses across the spectrum of courses we offer to meet the PLOs.

b) Direct: The department will then select particular assignments from each course that are reflective of the PLO, collect and review all the student work turned in for those assignments, and determine whether the assignments meet the expectations of the PLO.

The department reviewed the findings of the assessment and met as a whole to recommend methods of (1) improving curricula, (2) establishing effective standards for students' primary understanding of the issues of the field, (3) establishing effective standards for students' skills in analysis, explanation, and logical reasoning, (4) establishing or revising effective priorities for students' research and argumentation skills, and (5) preparing students for success in more advanced courses.

These five goals correspond to essential questions the department continuously has about the development and efficacy of its program; i.e., how can we improve our curricula? How can we improve the students' understanding of our field? How can we improve the philosophical skills of our students? Are we effectively recruiting students for the philosophy major and minor from the Core D1 and D3 courses?

We have assessed all three of our major and all three of our minor PLOs and we have determined that we have achieved our stated PLOs. This conclusion is affirmed in feedback the department has received from Mark Meritt, the Faculty Director of Curriculum Development, Humanities. On March 7, 2019, he responded to our last report.
Please note that our annual reviews and the reaction of the Faculty Director of Curriculum Development, demonstrate that:

1. We have achieved our PLOs,
2. We have used the Annual Assessment of Program Learning reports to make changes and inform them of the quality of student learning in our program,
3. Our individual courses satisfy our PLOs,
4. We have determined the factors that have facilitated or impeded our program's ability to meet its learning outcomes,
5. We have reflected on the data on retention and persistence to graduation,
6. We have communicated our program expectations to our students,
7. The department has participated in the assessment of the Core areas (D1 and D3) courses we deliver for the university.

The Faculty Director of Curriculum Development for the Humanities' response to our PLO assessment reports is reproduced below, and a copy of the email is included in the appendix:

"*Program Learning Outcomes and Mission Statement*: Mission statements for the Philosophy major and minor are distinct. Each statement communicates clearly and concisely the goals and values of the program, and each statement is clearly aligned with the university's broader mission. Program learning outcomes for the major and the minor are also distinct. Both lists of outcomes clearly describe the knowledge students should gain in the respective programs.

Assessment Methods: Faculty in the Philosophy department chose to assess a program learning outcome common to both majors and minors (#2: Students write historical and argumentative essays on philosophical issues), as well as to assess how well the course (PHIL 315, required for majors and minors) from which samples were taken aligns with all program outcomes (as well as core D3 outcomes). The assessment process was careful and well designed. For direct assessment, faculty selected sample final papers (including work by both majors and minors) from PHIL 315 that addressed the outcome selected. Before scoring student work, faculty tested the rubric to be used and calibrated their scoring practices through discussion of scoring. Each student work product was scored by three different faculty members. All of the above practices helped to ensure the validity and reliability of the assessment process. The syllabus for

PHIL 315 was checked for alignment of course outcomes and assignments with program outcomes.

Assessment Results and Closing the Loop: Indirect assessment results confirm that a course required for majors and minors (PHIL 315) aligns (in its course outcomes and assignments) with program learning outcomes for both the major and the minor. Also, direct assessment results provide strong evidence that a majority of both majors and minors in Philosophy are meeting PLO #2. Philosophy has thus used the assessment process to confirm the overall effectiveness of its curriculum in meeting one of its outcomes (for both majors and minors). The report indicates plans to revise the rubric used in assessment. Such revisions might help the program build upon this already thoughtful assessment. For example, perhaps a more detailed rubric or an analytic one (measuring different elements or components of the task assessed) could help the program determine possible areas for improvement even of acceptable work (e. g., students writing generally sound arguments displaying understanding of concepts might improve documentation of sources, grammar/syntax, or organization). Whatever possible refinements Philosophy undertakes, the department has conducted a thoughtful and well conceived assessment process providing valid evidence of student learning.

Summary Comments: The Philosophy department has directly and indirectly assessed student achievement of all of the program learning outcomes (PLO) for its major and minor. It has assessed all of the core learning outcomes (CLO) for the Philosophy (D1) and Ethics (D3) courses it offers. Evidence indicates that students are meeting standards set for the outcome and that required coursework aligns with all program learning outcomes. The Philosophy department engaged and completed the assessment of its PLOs before the majority of the departments in the College of Arts and Sciences. It was among the first departments to have its CLOs assessed, and this is because the University recognizes that the department sets a high standard for its courses and has engaged in a thorough assessment process. In this matter the Philosophy department is regarded as a model for other departments in the college and university.

In AY 2019-2020 and continuing through the current academic year (2020-2021), the department has been engaged in sustained reflection regarding our assessment practices and results, indirect assessment about the structure of our major and minor, and the courses we offer.

IV. FACULTY, PART I

A. Demographics

The USF Department of Philosophy has eight tenure-line faculty members (plus one who is currently in the Dean's Office), two full time term members, and 12 adjuncts . In what follows, "faculty" should be understood to refer to full time faculty, unless otherwise stated. Seven faculty members are Full Professors, three are Associate Professors, and one is an Assistant Professor. Three of the 11 members (including Jeff Paris) are women: two are full, tenured, professors, and the third is a tenured associate professor. The department also includes one Asian-American philosopher and three of 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), ethics and bioethics, philosophy of action, political philosophy, philosophy of law, aesthetics, epistemology, metaphysics, philosophy of race and gender, Asian & Asian-American philosophy, and 20th and 21st century Continental philosophy. In many cases, faculty interests overlap, so that there are multiple faculty members who can teach in a given area.

Assignments for the teaching of major courses are distributed on a rotating basis, so that over time the tenure-track 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 electives 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 Global Humanities Program, the Gender and Sexualities Studies Program, the Honors Program in the Humanities, the Leo T. McCarthy Center for Public Service and the Common Good, and the Saint Ignatius Institute. Philosophy faculty regularly teach in the Honors College, which effectively replaced the Global Humanities Program and the Honors Program in the Humanities.

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.

Most faculty make use of Canvas and many make use of online technologies in their classes. There is a department-wide policy to use Turnitin.com for all major 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, and, upon becoming a philosophy major, students are assigned to a faculty member for advising); through seminars built on learning and writing strategies from earlier courses; and through adhering 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 already have a demonstrated record of teaching excellence. Two of our faculty are currently active within CTE as peer mentors and have led reading circles or faculty learning communities (FLC's). Quite a few of our FT faculty have participated in CTE Workshops or the Summer Reading Book Club. 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 contributing to conferences, and some faculty members have spent sabbaticals or research leaves with appointments at other universities.

Faculty members publish in a wide range of areas, reflecting the 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. A previous area of strength had been Catholic and Thomistic thought, in keeping with the historical tradition of Jesuit universities; it will need support (i.e., through hiring) if it is to continue to be a strength. At least several faculty members have an expertise in the philosophy of race and social and political philosophy. In truth, faculty research covers many diverse areas, whether the philosophy of science, Asian philosophy, epistemology, political or environmental philosophy. Again, the best way to get a sense of the breadth of the department is by consulting the faculty biographies.

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. Nevertheless, its diversity could be further strengthened; for example, with the recent loss of one of our members, there is no longer anyone who specializes in Latin American philosophy. Future areas of expertise in the department will depend on additional or replacement faculty lines..

The service culture of USF tends to impinge on faculty research productivity, with extensive committee work opportunities being presented to faculty at all career stages. Moreover, the limited resources allocated 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 occurring every other year tends to be a significant drag on the research 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 Saint Ignatius Institute, and the newly instituted Honors College.

With respect to the profession, faculty have served on the APA Board of Directors and a multitude of APA Committees, taken on leadership roles in national and international scholarly societies, served as editor of prominent journals, been a general editor for a series of books, done extensive refereeing for journals in the profession, organized dozens of conferences (including hosting several national conferences), run or participated in regional reading groups, the NEH Chair selection committee, serving as Director of Sustainability, Director of Faculty Research, and so on. Again, reviewers are encouraged to consult individual bios for details.

Department faculty have also been on the executive board of various conference organizations, 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. This is generally viewed as a positive thing by the department. The faculty teach or have regularly taught courses in various programs that offer their own minors and in some cases majors, such as African American Studies, Gender and Sexuality Studies, the Center for the Pacific Rim, Environmental Studies, the International Studies Major, and the McCarthy Center; and they have taught for other departments or other schools at USF, such as the psychology department and the School of Law. Additionally, the faculty have taught for programs that offer Core-replacement programs, such as the Honors College and the Saint Ignatius Institute; those programs provide courses that, in the case of the Honors College, completely replaced the university's Core requirement, or replace some of them and offer a few electives, such as the Saint Ignatius Institute.

Collaboration with other departments (in teaching and curricular offerings) is typically a function of individual initiative and interest, rather than a matter of any departmental or university policy. However, commitment to other programs needs to be carefully calibrated given the central commitment to Philosophy. (This is often done in conversation with the Chair and the Associate Dean.)

F. Recruitment and Development

David Stump, one of the longest-serving members of the department has just retired, and Michael Torre, the senior member of the department, is beginning to approach the usual age of retirement, but has not yet formally announced an intention to retire. It is important that their tenure-track lines be replaced. The number of our majors and minors has not shrunk but grown, but our faculty size has not kept pace with this. In addition, the loss of several of our colleagues has weakened the strength of our diversity and left us without experts in certain fields.

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 or Associate Dean (the "ACP meeting" to review the annual Academic Career Prospectus). 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.

IV FACULTY, PART ll: BIOS

GEOFF ASHTON is an Associate Professor of Philosophy, joining the department in 2017. He has studied Sanskrit, Thai, and Spanish, and conducted research at numerous institutions of higher learning abroad (twice as a Fulbright scholar), including Jawaharlal Nehru University (Delhi, India), Deccan College (Pune, India), the Jñāna-Pravaha Institute (Varanasi, India), Chiang Mai University (Chiang Mai, Thailand), Chulalongkorn University (Bangkok, Thailand), and La Universidad Autónoma de Madrid (Madrid, Spain). He has been invited to present his research at various institutions in Asia, Europe, and North America, and has authored numerous articles, book chapters, and essays on Indian Philosophy, Buddhist Philosophy, philosophy of religion, comparative ethics, and comparative aesthetics.

THOMAS CAVANAUGH, a Professor, joined the department in 1994. He teaches Ethics, Ancient and Medieval, and Special Topics in Ethics for the department's majors and minors. In the Core, he regularly teaches Great Philosophical Questions and, in the First Year Seminar program (FYS, D1), a course entitled, What is Wisdom? (for which he received an NEH Enduring Questions grant). In the HONC, he teaches Wisdom's Lovers: Ancient and Medieval Philosophy – a new course he developed out of his FYS seminar – and Global Ethics. In the Saint Ignatius Institute, he teaches 2-unit symposia such as, Reading Dante with Aristotle and Aquinas. In 2018, Oxford University Press published his book entitled, *Hippocrates' Oath and Asclepius' Snake: The Birth of the Medical Profession*, which arose from his teaching of medical ethics at USF. In 2006, the Clarendon Press of Oxford University published his book entitled, *Double-effect Reasoning: Doing Good and Avoiding*

Evil. Amongst other endowed lectures, he has delivered the Romanell Lecture at SUNY, Buffalo, The La Brecque Family Medical Ethics lecture at Boston College, Carroll College's Annual Philosophy Lecture, Fresno City College's Annual Philosophy Lecture, and the University of Notre Dame's Philip and Doris Clarke Family Lecture in Medical Ethics. For his work on the Hippocratic Oath, he received the 2019 Smith Award for Lifetime Achievement in Medical Ethics. In AY 2012/2013, USF's College of Arts and Sciences honored him with the Dean's Scholar Award. He continues to research and publish in medical ethics, action theory, and the Catholic intellectual tradition. Currently, he serves as President of Philosophers in Jesuit Education. In 2020, he served as President of the American Catholic Philosophical Association. He received the Ph.D. from the University of Notre Dame and the A.B. from Thomas Aquinas College.

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. He later co-founded and directed the Asian American Studies Program, chaired the Philosophy Department and the Critical Diversity Studies Program, and co-founded and directed the Global Humanities track of the Honors Program. Currently, he is Associate Professor of Philosophy and a Faculty Chair of the new Honors College. He has also served as Chair of the American Philosophical Association's Committee on the Status of Asian and Asian American Philosophers and Philosophies and as a Secretary of the Caribbean Philosophical Association. His research and teaching focus on political philosophy (with a special emphasis on race, empire, and democracy), comparative/integrative philosophy (with a special focus on Asian philosophies' broader significance and on issues of methodology), and moral 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 and is a founding member and officer of NAKPA (the North American Korean Philosophy Association).

GERARD KUPERUS is a Full-Time Term (non-tenure track) Full Professor having begun teaching full-time for the department in 2009. He teaches seminars and Modern Philosophy for the majors and minors, various D1 courses, including First Year Seminars and Existentialism, and the D3 course Ethics: Environmental Issues. He also teaches for the Environmental Studies Program and the Honors College. His research focuses on Environmental Philosophy from a continental and comparative perspective. He is the author of *Ecopolitical Homelessness* (Routledge, 2016), and co-editor (with Marjolein Oele) of *Ontologies of Nature* (Springer 2017), and (with Josh Hayes and Brian Treanor) *Thinking in the West* (Routledge 2020). He has published articles on philosophy of nature, animal rights, Zen Buddhism, and the history of philosophy. His last book project with the working

title *Ecopolitics: Redefining the Polis* is currently under review. He was the NEH-Chair at USF in 2018-2019. He co-founded the Pacific Association for the Continental Tradition (PACT), an organization that meets every fourth year at the University of San Francisco. He has served as the Ethics Part-Time Coordinator for the department and co-chaired Environmental Studies for three years. He served as the faculty director for sustainability for the College, a position aimed at coordinating the different academic sustainability efforts and starting in the spring of 2022 he will be one of the co-chairs of the *Laudato Si'* platform, which is charged with steering the university academically towards sustainability.

NICK LEONARD joined the department as a Full-Time Term (non-tenure track) Assistant Professor in 2017. He received his Ph. D in Philosophy from Northwestern University in 2019, and his research interests lie primarily in Epistemology, Indian Philosophy, Ethics, and Cognitive Science. His recent publications have appeared in *Philosophical Studies*, *Synthese*, the *Journal of Social Philosophy*, and *Philosophy East and West*. He teaches Ethics, Engineering Ethics, Ethics of Technology, Logic, and upper level seminars on Social Epistemology. He is currently serving as co-chair of the Academic Integrity Committee and as a member of the Joint University Curriculum Committee.

REBECCA MASON joined the philosophy department as a tenure-track Assistant Professor in 2015 and received tenure and promotion to Associate Professor in spring 2021. She received her B.A. in Philosophy (First-Class Honors) and her M.A. in Philosophy from Dalhousie University in 2007 and 2008 respectively. She received her Ph.D in Philosophy from Northwestern University in 2015. She specializes in metaphysics (especially social metaphysics), feminist philosophy, and social and political philosophy. She also has research interests in philosophy of language and epistemology (especially where these intersect with her areas of specialization). Her current research is about the nature of social kinds. She currently (2021-2024) serves as the Vice President of the University of San Francisco Faculty Association (USFFA); formerly she served as the USFFA Sergeant at Arms (2020-2021) and as a Policy Board representative for the Arts Division of the USFFA (2018-2020). She has served as the Philosophy Club advisor (2016-2017), for which she received the *Student Organization Advisor of the Year* in 2017, as well as the Part-Time Faculty Coordinator (2017-2019). She also organizes the *Bay Area Feminism and Philosophy* workshop (2015-present), an annual, workshop-style conference devoted to research in feminist philosophy, broadly construed. She has served as a faculty mentor for the *Job Candidate Mentoring Program for Women in Philosophy*, and for Stanford's *Preparing Future Professors* program. She regularly teaches Symbolic Logic; Mind, Freedom, Knowledge; and Minds and Machines, a First-Year Seminar that she created in 2017.

MARJOLEIN OELE joined the USF Faculty in 2007. She is currently Professor of Philosophy and has taught courses in ancient philosophy and continental philosophy for the Philosophy Department and the Saint Ignatius Institute. She was trained as an MD at the Free University of Amsterdam, has a Master's Degree in Philosophy from the University of Amsterdam, and received her Ph.D. in Philosophy in 2007 from Loyola University Chicago. Her primary research interests are in Twentieth Century and Contemporary European Philosophy, in Ancient Philosophy (mainly Aristotle), and in Environmental Philosophy (a research area she recently added). She is the author of the monograph *E-Co-Affectivity* (SUNY: 2020), co-editor of the edited volume *Ontologies of Nature* (Springer, 2017), and the author of numerous articles and book chapters that intertwine topics and figures in Continental Philosophy and Environmental Philosophy with Aristotle's philosophy. Her newest book project, preliminarily entitled *Loss*, investigates ephemeral, enigmatic, forms of loss. At USF, she has held the NEH Chair in the Humanities (2016-2017), and was awarded the 2014 Post-Sabbatical Merit Award for exceptionally productive work. She has been Chair of the Department of Philosophy since August 2017 and holds another leadership role at USF as Director of Faculty Research in the College of Arts and Science. She is a peer-coach for the Center for Teaching Excellence (CTE), has facilitated a year-long Faculty Learning Community on Student Engagement in 2015-2016 for CTE, and regularly participates in CTE programming. Together with Gerard Kuperus, she co-founded the Bay Area Continental Philosophy Association (BACPA) and she is also a member of the executive board of the Pacific Association for the Continental Tradition (PACT), since its founding in 2009. Finally, connected to her new research interest in environmental philosophy, she has joined the editorial board of the journal *Environmental Philosophy* in 2017 as its book review editor.

JEFFREY PARIS (now in the Dean's office) 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. In January, 2018, he became Academic Assistant Dean of the College of Arts & Sciences, and in July 2019, he became Associate Dean for Arts & Humanities. He served as Chair of the Philosophy Department from 2010-2013, In 2015, he was appointed to the Advisory Board for the Environmental Studies Program and served as Program Director from 2016-2018. He teaches Core courses in Existentialism, Philosophy and Science-Fiction, and Environmental and Animal Ethics. In the Major, he teaches Postmodernism, Phenomenology, Philosophy and Literature, Ethics for Majors, and Contemporary Ethical Issues. 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. He was awarded the 2005 Service Learning Award, the 2006 University-wide Distinguished Teaching Award, and the 2012 College of Arts & Sciences Full-Time Faculty Service Award. His research includes published articles and reviews on John Rawls and political liberalism,

Immanuel Wallerstein and world-systems theory, and philosophies of imprisonment. He has served on the executive council for national and international organizations, including the North American Sartre Society, the North American Society for Social Philosophy, and the Peace & Justice Studies Association. His current research areas include environmental and animal ethics.

RONALD R. SUNDSTROM is a Professor of Philosophy at the University of San Francisco, starting his career there in 2003. He is the director of USF's African American Studies program, teaches for the university's Honors College, and is on the Honors College faculty chair committee. He is the Humanities Advisor for the SF Urban Film Festival and a co-convener of the Black Philosophy Consortium; additionally, he is involved with academic organizations seeking to build bridges between academic philosophy and public policy, such as the Public Philosophy Network, the North American Society for Social Philosophy, and the Philosophy of the City Research Group. His areas of research include philosophy of race, political and social philosophy, justice and ethics in urban policy, and African American and Asian American philosophy. He published several essays and a book in these areas, including *The Browning of America and The Evasion of Social Justice* (SUNY 2008). His current book project is titled *Just Shelter: Integration, Gentrification and Racial Equality* (Oxford, forthcoming).

JACQUELINE TAYLOR works in moral psychology, ethics, social theory, Hume, and the Enlightenment. She is the author of *Reflecting Subjects: Passion, Sympathy, and Society in Hume's Philosophy* (Oxford, 2015), the editor of *Reading Hume on the Principles of Morals* (Oxford, 2020), and co-editor of *Cambridge Companion to Hume* (Cambridge, 2009). She has authored many articles on Hume and other Enlightenment thinkers, and on emotions and reactive attitudes, that have been published in journals and edited collections. She has served as Moral Philosophy Editor of *Hume Studies*, and currently serves on the journal's editorial board. She recently served as President of the Hume Society, an international scholarly society. She also founded a mentoring program for early career scholars in early modern thought that is held annually in conjunction with the Hume Society's international conference. Taylor has been the recipient of a Laurance S. Rockefeller fellowship at Princeton's University Center for Human Values, a National Endowment for the Humanities fellowship, and was awarded an NEH Chair at USF and a Dean's Scholar award. She joined the department in 2003 and is a Professor in it, regularly teaching Ethics and GPQ in the Core and offering Modern Philosophy for majors and minors. She has taught a number of seminars in the Department, the Honors in the Humanities Program, and the Saint Ignatius Institute.

MICHAEL TORRE came to the University of San Francisco part-time in 1984, advanced to tenure-track in 1989, and became an Associate Professor 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, later serving as the Department's first Coordinator of its Part-Time Faculty (2005-2008). He was the Vice President of the Institut International Jacques Maritain (1998-2002), and President of the American Maritain Association (2012- 2016), having been active in it since 1985 and having served as its General Editor (2009-2013), bringing 8 books to publication during that period. He published one book in its series (*Freedom in the Modern World* [1989; second printing 1990]), and has published two books in the same area: *God's Permission of Sin* (University of Fribourg Press, 2009) and *Do Not Resist The Spirit's Call: Francisco Marin-Sola, OP, on Sufficient Grace* (Catholic University of America Press, 2013). His fourth book, *What Is: Introductory Reflections on Thomistic Metaphysics*, was published by Scepter Press in 2020. His latest book, *An Yves R. Simon Reader*, was published by the University of Notre Dame Press in 2021. He has also published over several dozen articles and over three dozen papers for academic conferences and public audiences. He has a two-fold area of research: Thomas Aquinas—especially the relation between grace and nature and grace and free will—and modern Thomists—especially Jacques Maritain and Yves R. Simon. He has regularly taught Ancient and Medieval Philosophy for majors and minors and Ancient Philosophy for the Core, as well as upper-division seminars on Plato, Aristotle, the Stoics and Neo-Platonists, and Augustine and Augustinians. He has also taught seminars on Aquinas and on modern Thomists and Core courses in Ethics and the Philosophy of Religion (a course he developed for the department). He has been an active member of the Saint Ignatius Institute and taught in the Honors Program (the Enlightenment). He is a member of Phi Beta Kappa and Alpha Sigma Nu.

V. Departmental Governance

A. Department Chair

The daily affairs of the department are run by the chair. The main duties of the chair are:
1. Course scheduling (typically 35-38 per semester; more limited scheduling for the winter Intersession and the Summer sessions)
2. Organizing annual retreats and monthly meetings
3. Coordinating student advising procedures
4. Overseeing and collaborating with the Program Assistant on a variety of administrative tasks
5. Maintaining faculty/college communications - including attending the arts council (chairs in the humanities and social sciences), college council (chairs and deans of the college of arts and sciences), as well as New Chairs/Directors meetings
6. Supervising the Department assessment procedures and writing an annual assessment report

7. Updating catalog/web materials
8. Recruiting, interviewing, making hiring recommendations, and mentoring of adjunct faculty (both at the Hilltop and in Sacramento)
9. Budgets (including special events budget)
10. Meetings with the associate dean
11. Approving and welcoming students into the minor and major
12. Organizing orientations for new majors for the Fall and Spring semesters
13. Maintaining records of faculty teaching histories and seminar rotations

Each chair puts their own stamp on the job and, with that, on the department. The previous chairs (Jeff Paris, Ron Sundstrom, Marjolein Oele) have brought the department into compliance with the current demands for assessment. The current chair (Jacqueline Tayor) has successfully steered us through the pandemic period and maintained a number of recent initiatives:
1. The e-alumni department newsletters.
2. Actively supervises the philosophy major and minor recruitment program.
3. Actively supported a Fall 2020 Speaker Series on "Race and Philosophy" (which included 3 speakers and was well attended by members of USF and the greater community).
4. Helped to support initiatives to offer fully remote Philosophy courses for online, asynchronous learning.

The rest of the members of the department faculty assist the chair in a variety of tasks, but the vast majority of the governance is the responsibility of the chair. The chair used to receive a course release so that they are teaching only one course per semester. In Fall 2020, the Dean increased the Chair's teaching load (by four additional units over four semesters). Moreover, the administrative tasks for a chair are continuously growing, and these tasks have diminished the research time of chairs. During the pandemic, the Chair has been tasked each semester with multiple iterations of the class schedules and changing teaching modalities.

In addition, a chair is asked to attend to a variety of issues over the summer. While there was a reasonable compensation for this task of four (4) non-teaching units, since the summer of 2018 this has been radically reduced to just one (1) unit. The department deems this compensation insufficient.

B. By-laws

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 approved them unanimously 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 twenty-three years, only adding section V (for the 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) those full-time faculty who are not tenure-track (currently two members). In 2016 the Bylaws were slightly amended to allow term faculty to also serve on hiring committees (VI.D). The faculty meetings are very well attended by members of the Department, and usually they are attended by all members who are not on sabbatical. Prior to the covid pandemic, we had experimented with Zoom or Skype meetings, but elected to have the majority of our meetings in person. However, since the start of the pandemic (March 2020), all meetings have been conducted with Zoom. When a member of the department is unable to attend in person (prior to the pandemic), then they have been able to participate remotely via Zoom or Skype. During the meetings there is regular discussion of agenda items by all members present and a readiness to co-operate in assuming "committee" or "working group" 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 (routinely consisting of three years) each. Since the establishment of the By-Laws, the elected Chair has usually been the next-senior member of the Department who has not yet served as Chair (amongst those who have wished to serve). This is only an informal, not a formal, policy and the department has deviated from the policy on a few occasions. 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 that the Department is very well governed. The Department has kept a tight control on things and has done excellent work in terms of administrative tasks (such as assessment). 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 relationships 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, any departmental faculty lectures (where members discuss a faculty paper amongst themselves), and to special social events (e.g., retirement dinners for departing members). We did have a Part-time Faculty Coordinator (besides the Chair, another elected position, that was awarded one course release over two years), along with the Chair, review their syllabi and conduct class visits on a regular basis; the Coordinator position is no longer supported by the Dean's Office (as of 2020-21) so this work has fallen to the Chair. Part-time faculty are also invited to social functions, e.g., end-of-the-semester departmental parties where students are often honored by receiving departmental awards. The department is well aware of the fact that part-time faculty are often juggling a few different jobs and that they feel underappreciated. To acquire more insight into the PT faculty's thought, in Fall 2017 the department initiated an anonymous survey among our PT faculty, to see what, if any, suggestions they had for us. One of the crucial points that emerged was their need for private office space, after which the PT faculty coordinator at the time (Prof. Mason) started an office-sharing program. Additionally, we learned that PT faculty often cannot attend philosophy events even while they want to, due to busy schedules.

The Department is conscious of not overburdening junior faculty with too many tasks, since these could make research more difficult, and thus jeopardize the receiving of tenure. Yet junior faculty have often volunteered to head up activities of the Department (such as the Part-Time Coordinator position, coordinating Student Newsletters, mentoring 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.

Few University departments represent as diverse a spectrum of opinions as that in the Philosophy 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 than 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, which includes reviewing the responsibilities of the Part-time Faculty Coordinator, a position created, but now discontinued, 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, please 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 education in other areas, such as psychology, history, sociology, computer science, politics, pre-med, 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, and from the West to the East. There is something for most students in our program, and this is increasingly true. 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. Consistent with our 2014 Self-Study report, women make up close to 60% of our majors. Meanwhile, the non-white student population in our majors has risen considerably (including a notable rise in Latinx majors).

To attract more (and more diverse) majors and minors, the department continues to reach out to the diverse USF student population. This has been accomplished through programming and the curriculum, and in more recent years (since Spring 2017) includes significant recruitment efforts (e.g., each semester FT faculty visit PHIL Core classes in order to speak about the Philosophy Major/Minor program). Our department already offers courses on feminist, African American, Asian, and Asian American philosophy, along with a wide variety of topics concerning social justice. Since substantive links with African American Studies, Asian Studies, Gender and Sexualities 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. These efforts (in particular, our recruitment efforts) appear to have been successful. From Fall 2016 to Fall 2021, our number of Majors has increased from 36 to 50 and our Minors from 22 to 36 (an increase of 39% and 64%, respectively).

The intellectual and social climate for undergraduate majors and minors is fostered through the Philosophy Club. Comprised of students from several majors across campus, the club meets weekly (each Thursday during the Activity Hour) and has additional gatherings during the year, including movie nights, Boba tea events, and two events that have drawn sizable audiences and which we hope to make annual occurrences: an Alumni Panel (for 2018-2019 and 2019-2020, this was titled "Graduate School Info Event") and the "USF Undergraduate Philosophy Conference." With the close advising help of the Philosophy Club Faculty Advisor (Prof. Ashton since Spring 2018), the Club held its "1st Annual USF Undergraduate Philosophy Conference" in April 2019, and will continue to hold this event once USF resumes normal in-person events. The theme of the conference was "Nature and the Natural." It involved 6 student presenters (each of whom shared their own work), 2 student moderators for the panel sessions, and was facilitated by the Club's 2 Co-Presidents. Approximately 40 people were in attendance (a mix of faculty and students). This first trial run was successful. For future such conferences, the Club might consider advertising the event earlier in order to involve more students, invite a Bay Area scholar to give a keynote address pertaining to the conference theme, and possibly even reach out to Undergraduate Philosophy Clubs at nearby colleges and universities. The Club's ability to do so will depend in part upon available funding.

The Philosophy Club also publishes a yearly newsletter called "Philosozine," wherein students express themselves in the form of philosophical essays, poetry, and other forms of artistic expression. The accomplishments of the club were recognized by ASUSF (Associated Students of USF). The Philosophy Club won the 2018-2019 award for "Academic Organization of the Year." The department consistently makes efforts to coordinate with the Philosophy Club, such as by offering 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.

One additional event to note here (and which was co-sponsored with the Philosophy Department) took place during the Fall 2020 semester. Through the close advising help of the Philosophy Club Faculty Advisor (Prof. Ashton), the support of the Philosophy Department Chair (Prof. Taylor), and the guidance and scholarly participation of Prof. Ron Sundstrom, the Philosophy Club held the first Speaker Series at USF devoted to race and philosophy (the series was titled the same: "Race and Philosophy"). This comprised three talks given by leading scholars in the field (including the Department's own, Prof Sundstrom). These talks were held via Zoom, were well attended by faculty, staff, and students from across the university as well as the general public (between 20-40 attendees for each talk), and helped to spark meaningful conversations amongst our Philosophy Club

students at a critical time (in the aftermath of recent tragic events in the United States). The Philosophy Club hopes to organize similar Speaker Series events when we return to regular in-person activities.

While students have little say in decisions about department policies and operations, program expectations are communicated to the students through individual counseling sessions. In addition, the Philosophy Club Advisor plays a crucial role in maintaining connections between students and the department, assisting the club with advising (e.g., how to hold elections for officers, how to run their annual Undergraduate Philosophy Conference, how to run Speaker Series events), and so on.

Importantly, the department also makes efforts to listen to student needs. The department set up a survey of student needs in Spring 2018, our first-ever effort of this kind, distributing surveys to the majors and minors in our philosophy seminars. Some of the main results from this anonymous survey were that most students "Agree" or "Strongly Agree" that the Philosophy Club is "welcoming and hosts interesting discussions," they appreciate their courses and the faculty, and several students enjoy the Alumni Panel events and "Movie Nights" (which involve movie watching followed by philosophical discussion). Student suggestions included continued guidance with respect to internship, career, and graduate school opportunities (e.g., through alumni events).

Please see the attached tables of student data and an example of the Philosophy Club's 2018 "Philosozine" in Appendix 3. In sum, the following areas have seen notable improvement amongst philosophy students since the last Self-Study Report: the diversification (gender, ethnic) of our philosophy majors and minors; increased interaction between philosophy students and students in other learning programs at USF; and the growth of the Philosophy Club. Some challenges that we currently face include offering courses that meet the needs of our richly varied student body (e.g., Latin American Philosophy); continuing to explore ways in which Philosophy and other learning programs can mutually benefit each other; offering clear opportunities for students to pursue internships and explore career options (e.g., by continuing to help the Philosophy Club sponsor the Alumni panels); and supporting the continued success of the Philosophy Club in the midst of the departures of charismatic and competent student leaders (e.g., finding ways for the club officers to more easily obtain funding from the ASUSF).

VII. Staff

A. Program Assistant Overview

The department should have one full-time program assistant (PA). The PA initially only

supported the Philosophy Department, but since Spring 2018 has started to support another program, Environmental Studies, and one minor, Urban Agriculture. The reason for this change was budget savings dictated by the Provost Office. For the Philosophy department, the PA supports 11 full-time faculty and 11-13 adjunct faculty who altogether teach about 40 courses each semester. In addition, the PA has one student worker who assists them for 4-6 hours a week, helping with the daily operations of the department as well as the Philosophy Colloquium and other Fleishhacker sponsored events. Because student assistants leave to graduate, study abroad and so on, hiring and training of student assistants is an important part of the program assistant's role.

Our most recent program assistant, Felicitas Fischer, began working with the Philosophy Department at the end of September 2021 and resigned in early December 2021. We include here Felicitas's description of her background and the work she accomplished before leaving USF. A new Program Assistant began in February 2022, after a period in which the Department had no Program Assistant for the second consecutive semester start[note from Chair, Jacqueline Taylor].

As a USF alumna, Felicitas has a deep knowledge of the university that helps connect her with students and faculty, aiming to improve their overall programmatic experience. Since stepping into the role, Felicitas supports various faculty needs such as updating departmental spreadsheets & documents, creating programmatic materials for distribution, organizing & planning events, answering to individual faculty requests, and providing additional support as needed. She keeps the faculty on track with administrative procedures and deadlines by ensuring smooth ongoing operations in the department, as well as improving the overall functionality & organization of the department. As for student support, Felicitas serves as their primary contact, answering any questions or concerns students may have regarding course lists, registration, events, final examination periods, adding or changing their major/minor, and other resources to further their educational experience at the university.

B. Program Assistant Tasks

The program assistant completes office related administrative tasks such as maintaining department files, ordering supplies, checking equipment functionality, submitting work orders, managing the departmental email and website, as well as programmatic tasks like event planning, scheduling assistance, taking meeting minutes, and supporting the various needs of faculty & students. The program assistant is the "front desk" of the department, calmly and efficiently communicating with and assisting students, faculty, visitors and other University staff. They handle phone calls and emails requesting for information or

assistance, providing information as needed by students and faculty. The program assistant attends our annual department retreat and monthly department meetings, and often works closely with department sub-committees. To complete many of these tasks, the PA must quickly adapt to the constantly changing technology and software that the University employs, receiving training in finance and budgeting, Concur, Banner, Ektron, Events Management and Scheduling, Purchasing, Canvas, Emma Emailing, Tableau Reports, CASA updates, and other technological resources or functions along with Workday (the new HR software program which is not user friendly and is a time-consuming way to hire student workers). The program assistant collaborates with the Dean's Office to set up new FT faculty offices, campus printer and room access, business cards, and helps answer questions from new FT and PT faculty. One of the most important duties of the Program Assistant is to assist faculty with their events, predominantly sponsored by our Fleishhacker Fund for Philosophy. The Fleishhacker fund was provided by a donor, Mortimer Fleishhacker some time ago, and is used by the department to fund philosophy department sponsored colloquiums, conferences, and other events. In this capacity, our Program Assistant works closely with our visitors, arranging and purchasing their travel (airfare, getting to the university), accommodation, and honoraria; for example, in summer 2019, they helped organize four events, many of which were multi-day conferences. The PA reserves the on-campus space for the events, manages the advertising and marketing, arranges the catering, and spends a great deal of time helping visitors to understand the terms of their visit, and answering their many queries about visiting USF and the city. Having skills in managing a budget, reaching out to hotels, catering and room reservations, processing the speaker's honoraria requests and travel expenses in Concur are key to the success of the department's events.

As for supporting students, the PA helps the Philosophy Club students in reserving rooms and ordering food for club events, along with assisting with newsletters and T-shirt orders.

In terms of further campus support, the PA is an Emergency Fire Marshall for the first floor of KA Hall and is a volunteer at the graduation spring commencements.
Given the large number of faculty, courses, and events, the program assistant has needed to ensure that faculty are aware of their job description, and may direct faculty to resources for facilities, technology, ITS, etc. Our department requires a program assistant to be well-organized, to be action-oriented and to be supportive of daily tasks in running the department, in support of the Chair and the Part-Time Faculty Coordinator.

PA Challenges

Given the increased workload (supporting now 1 department, 1 program, and one minor) rather than one department (in the past), it can be challenging to honor and attend to all

requests within a reasonable time frame (ideally completing requests the same day of the request), resulting in the need to prioritize certain requests over others. Also, with the university remaining in a hybrid mode (partially remote & partially on-campus), there are challenges in responsiveness from students and faculty.

Addendum from the Chair, Jacqueline Taylor
PA staffing has become problematic at USF. The pay is relatively low, PAs are not paid for some of the days when the University is closed (e.g., between Christmas and New Year's), and furloughs at the start of the pandemic were not well thought out (with better and more thoughtful staffing, the PA furlough schedules would have allowed for unemployment benefits for the time they did not work. The PAs themselves revised their schedules so that they could receive unemployment). A forensic accountant's report, commissioned by the USF Faculty Association provided evidence to show that the furloughs were not in fact necessary.

The PA who had been with us for six years resigned on the first day of the term of 2021-22. It took over four weeks before the department had a new PA. The new PA resigned in the first week of Dec. 2021; a new PA was hired in Feb. 2022.. Much of the work of the PA, such as updating student records, the budget, and purchasing fell to the Chair.

VIII. Diversity and Internationalization

A core commitment of the university is the creation of a community in which all members are affirmed as people and provided ample opportunity for academic success and professional development. This mission includes tracking the representational patterns and addressing equity concerns of traditionally marginalized communities. Regarding campus diversification, the university has been particularly successful. In the *U.S. News & World Report* 2022 national rankings, USF is placed #1 for ethnic diversity. The university also offers relevant academic resources: a Cultural Diversity requirement in its Core; academic programs, like the Critical Diversity Studies major; and relevant campus-wide programming, like the annual Critical Diversity Studies Forum. USF also affords its faculty and students with resources for globalizing the liberal arts experience, like study abroad and a globally focused Honors College.

In this section, "underrepresented groups" refers to gender, race and ethnicity within the United States (including citizens and permanent residents). Faculty who are foreign nationals are listed below as well, but separately.

A. Diversity Overview

This section provides a summary of the data on the inclusion of underrepresented groups for faculty, staff, and students. The philosophy department is composed of 10 active full-time faculty, including two term faculty, and one program assistant. An 11th faculty member (a tenured Associate Professor) is not counted below because he has been serving as an Assistant and then Associate Dean for several years and continues to do so.

Faculty
Underrepresented groups in philosophy faculty (10 members):
(total numbers, with overlaps for multi-racial people)
- Women: 3
- Latinx: 1
- Black: 1
- Asian/Asian American (excluding foreign nationals): 3
- People of color (without multiple counting for multiraciality): 4
- Total number of faculty from an underrepresented group: 7

Underrepresented groups in faculty by ranks:
- Full Professor: 4
- Associate Professor: 2
- Assistant Professor: 1

Underrepresented groups as a percentage of full-time faculty:
- Women: 30%
- People of color: 40%
- Women and people of color: 70%
- Foreign nationals: 20%
- Women, people of color, and foreign nationals : 80%

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

Students, Majors
- Based on fall 2021 data
- The institutional data is gender binary. Also it offers "multi race" as an option but does not ask students to clarify the constituent elements of their multi-raciality. In addition, it appears that the only international students in this major are Asian internationals.
- Total number of majors: 44 (minors: 32)
- Women: 25 – 57% of the major

- Men: 19 – 43% of the major

	Black, not incl. multi-racial	Latinx	Asian, not incl. inter-national students	Asian, incl. inter-national students	Multi -racial	BIPOC, not incl. inter-national students	BIPOC , incl. inter-national students
Majors	5% (2)	27% (12)	9% (4)	23% (10)	9% (4)	50% (22) [Women: 40% (10) Men: 63% (12)]	64% (28) [Women: 52% (13) Men: 79% (15)]

Faculty Diversity

As the data indicate, our department has a notable representation of women and people of color faculty, which stands in contrast to the presence of these groups in the American philosophical profession. But the ratios noted above, especially regarding gender, remain imbalanced vis-à-vis the U.S. population at large. This imbalance has been somewhat reduced over the last couple hires, but it requires continued attention. Also, concerns about LGBTQ+ representation can be raised, but issues of privacy make this a complicated matter.

This faculty diversity is delicate and easily endangered. As discussed below, future hiring is uncertain in the college, and we face a retention problem. So a practical pathway to addressing imbalances and improving diversity is unclear in this time of budget cuts and without clear commitments from administration.

Many factors explain the department's diversity, and the most important has been our hiring practice. Our faculty searches have been guided by, among other things, an explicit interest in recruiting from a diverse pool of applicants. In each of the last three searches, we have increased the diversity of the department. But when this interest has been supported by the administration, we have specially strengthened the diversity of the department. The administration has supported

us in two ways in the past. First, we have benefitted from the Gerardo Marín Diversity Fellowship program (earlier called the Irvine Fellows program), which has attracted dissertation-stage ethnic minority scholars to USF, many of whom received tenure-track jobs at USF. Three philosophy faculty were hired as a part of this program. One is currently a tenured Professor at USF, and two relocated (one was a tenured Associate Professor and the other a tenure-track Assistant Professor). Second, many years ago, we received support to make multiple hires, and three faculty from underrepresented groups were hired during these searches, two of whom remain members of the department. A significant 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 strong.

But turning from recruitment to retention, there is cause for much concern. We have entered an era of hiring freezes, and the department has felt its impact recently. Last year, a longtime colleague retired, but the administration has not offered a replacement line. With hiring in jeopardy, retention gains significance since the loss of women and/or minority faculty will not be temporary. This has been a recurring concern noted in our program reviews, yet two outstanding faculty of color were hired away several years ago. This may not be surprising given the impressive research profile of these faculty members as well as the steep competition faced by other institutions also trying to hire high-caliber faculty from underrepresented groups. Thus, retention is an important issue and appears to be a growing problem at USF. The University can, and should, assist the department by providing compelling support to faculty when outside institutions attempt to hire them away.

Compounding the problem of retention is the loss of the administration's two earlier forms of support for recruitment. As noted above, the department was specially aided by the Gerardo Marín Diversity Fellowship and by multiple hiring. These two sources of support have not been available to us for several years, and we expect this to continue. The Gerardo Marín Diversity Fellowship is a largely Deans' level initiative serving as a stop gap measure when upper administration defunded the earlier fellowship program, and this current program does not have a robust relation to full-time faculty lines. In Fall 2021, the Provost's Office has taken over the Gerardo Marin fellowships, which will span the entire University, and advertisements for the positions were recently published. The Dean of the College hopes to hire "up to four" fellows, with Philosophy one of 17 departments/programs included in the advertisement. In addition, multiple hiring has not occurred in over a decade. Thus, insofar as the department is even able to hire new faculty and thus be in a position to make up for failures in retention, future recruitment efforts would not have the same advantages of the past.

Importantly, the department currently faces a serious retention challenge due to the inability to engage in spousal hiring. This directly affects two tenured women faculty and their significant others, one who is in a stable term faculty contract (and is a foreign national) and the other who is not (and is an ethnic minority faculty). Spousal hiring is a kind of multiple hiring, which, as noted, the administration has already pursued on our behalf many years ago. With the possibility of losing two women faculty—or the prospect of retaining them and thereby gaining two more outstanding faculty, one of whom is a foreign national and the other an ethnic minority—the need for multiple hiring is now urgent. This is a clear opportunity for administrative leadership to make a decisive difference in the future and well-being of the department.

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 attractive to a diverse student population. Over the last several years, the department has consistently offered courses in African American philosophy, feminist philosophy, and Asian philosophies. Thus, the sensitivity of the department to the diversity of the student body has driven curriculum changes via hiring and retention.

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 on the level of USF's academic culture is unclear.

Student Diversity

Finally, the recruitment and retention of students from underrepresented groups in the major and minor is a complex matter needing some extended reflection, but recent figures indicate some promising trends. More than 50% of the USF undergraduate population has traditionally been women, but it was not until 2012-13 that the gender percentage of women philosophy majors roughly matched that of the student body at large. Subsequently, these numbers dipped for several years. But since Fall 2017, women have comprised the majority of the major every semester.

In the overall student population in Fall 2018 (see https://www.usfca.edu/about-usf/what-you-need-to-know/facts-statistics), self-identified white students comprised roughly 28% of the undergraduate body and self-identified students of color slightly over 55%, where this excludes international and unidentified students. The departmental figures above indicate that the percentage of students of color overall in the major—again, 50% (and 64% when including Asian international

students)—roughly matches the ethnic or racial composition of the campus more generally. And our Latinx majors (27% of the major overall) exceeds the percentage of Latinx students at USF (21%).

The significant increase of women and Latinx students is a new and exciting development in the major, and the department will work to sustain these gains in diversity. As for Asian American students (thus not including Asian internationals), their presence in the major (4 total) is 9%, and their presence in the overall student body is 20.9%. So there is a gap here that can be monitored in the coming years. The case of black students is harder to interpret. Black students (2 total) comprise 5% of the major, and black students constitute 5.4% of the overall USF student body. Thus, their percentage in the major roughly matches their presence overall at USF, but neither their percentage in the major nor in the overall student body at USF matches the percentage of the black populace in the U.S., which slightly exceeds 12%. Insofar as we take the overall U.S. population as our main reference point, black student recruitment is an area for careful reflection and strategic action.

An important part of recruitment and retention of majors from traditionally underrepresented populations is relevant programming. In the wake of a renewed national consciousness about racial injustice, the department co-sponsored with the Philosophy Club a Race and Philosophy speakers series. The events were well attended, and they create a more inclusive environment for our majors and minors.

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 regard to the Core, the philosophy department has been internationalizing its curriculum in both ways. We offer introductory courses that focus on cosmopolitanism, environmental issues, global justice, human rights, and a variety of other philosophical issues that span the globe. We also regularly offer introductory courses in Asian philosophies, where non-Western traditions of metaphysics, epistemology, and ethics are explored. Regrettably, due to the retention issues noted earlier, we no longer offer Latin American philosophy, which was offered intermittently in the department for many years. In regard 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, seminars on Buddhism, Indian

philosophy, and East-West political philosophy have been offered over recent semesters.

The department does not currently have any specific international partnerships with educational institutions. But majors occasionally take advantage of challenging study-abroad programs organized by USF and other institutions (e.g. Oxford University via the St. Ignatius Institute).

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 faculty members who are U.S. nationals. And the department advertises its faculty openings in the American Philosophical Association's *Jobs for Philosophers*, which is widely read around the globe. As a result of its recruitment practices, the department hired several years ago two Dutch philosophers as full time faculty. One is now a Full Professor and the other a Term Full Professor and has served as program director of Environmental Studies. And in 2015, the department hired another foreign national, a Canadian citizen, who is currently a tenure-track Associate Professor. Thus, from course offerings to personnel, the department has been steadily internationalizing its program of study and thereby adding a significant component to its diversity.

C. Holding Ground and Moving Forward

To conclude, the department has made substantial gains in the last several years in faculty and student diversification in terms of gender, race, and nationality. However, the current faculty diversity is a fragile achievement. Failures of retention in an era of hiring freezes can easily undermine this accomplishment, and we have already lost two faculty of color in the last several years. Indeed, we face impending failures of retention as the department undergoes the current review. These kinds of departures of faculty cannot be allowed to continue. Without spousal hiring, retention failure will become an alarming trend. Recruiting well but retaining poorly is simply unsustainable. And the ramifications are much wider than the faculty. The exciting diversity gains in the student major clearly reflect the hiring and retention of faculty from underrepresented groups. It is no exaggeration to say that these student trends are historic developments in the philosophy department. Thus, decisive action from the administration, particularly in the form of spousal hiring, will make the department's diversity genuinely sustainable and its commitment to diversity effective.

IX. Technology and Informational Resources

A. Technology

The University's computer hardware and software policies have become increasingly unsatisfactory. With respect to in-person classes, the necessary technology is provided in all classrooms, although basic amenities such as wireless is slow at times. Many faculty members have effectively integrated the use of this in-room technology for presenting lecture material, and to show films and other instructional videos. It is likely that the use of this in-class technology will either remain constant or increase. The strongest asset of USF is its Education Technology programs which offer opportunities for faculty to have one-on-one support on new technologies (e.g. recording lectures, podcasts, the use of clickers, etc.) and various opportunities for faculty workshops regarding in-room technology usage and more.

With respect to hyflex courses, USF has either equipped classrooms with the necessary technology, or else has offered faculty the training and materials needed to turn a standard classroom into one that can accommodate a hyflex modality. With respect to remote courses, better training is needed from Education Technology Services (ETS). Across the university, the growing consensus amongst those who have attended the ETS trainings is that the instructions and guidelines for creating a fully remote class could be much better organized and far more effective.

Full-time philosophy faculty are offered desktop or laptop computers (PC or MAC) and have the option of replacing them with more up-to-date models. Computers purchased through the University (USF) Computer Refresh (CR) Program are replaced with new models on a regular cadence: desktops are replaced every 4 years, laptops every 3. This is an important form of technological support. However, faculty are not informed when their replacement is ready, which places more of a burden on faculty to monitor the CR Program. Additionally, faculty members have noted the computers they receive have less memory power, thus warranting purchase of external memory space through the department fund. In other words, the department is experiencing more of a financial burden due to ITS' active withdrawal from providing certain technological needs. Additionally, the university has informed us that, if computers fail prematurely, ITS will not automatically replace them at their own cost; the department may need to incur costs then as well.

Wi-fi is also slow and patchy in some offices. This makes it difficult to conduct research, and makes the increasing reliance on zoom meetings far more challenging than it needs to be. All faculty offices should be equipped with a solid enough internet connection to complete basic work tasks.

Faculty have continued using Canvas to deliver and grade course material, and given the fact that our department requires faculty members to use turnitin.com for papers, many if not all have also been using Turnitin (anti-plagiarism software available on Canvas) to monitor for violations of the honor code.

Technical computing skills are not a necessary feature of our discipline, and thus our program does not offer classes in these areas. However, conducting and presenting research is a key part of our discipline. Thus, when applicable, many faculty instruct students on how to use online sources for research purposes.

B. Distance Learning and Online Learning

Two faculty members have developed fully online, asynchronous courses, PHIL 220: Asian Philosophy and PHIL 240: Ethics. These courses satisfy the Core D1 and D3 requirements respectively. Another member of the department is developing a similar section of PHIL 251: Mind, Freedom, Knowledge, which will also satisfy the Core D1 requirement. Assistance for course development comes from USF's Instructional Design team, and those who propose courses receive a stipend during the course development process and teach these courses in Summer or Intersession, but not during Fall or Spring semesters.

C. Library

While faculty have access to the books, journals, and e-journals of the Gleeson/Geschke Library, due to budget cuts, the offerings have worsened. The offerings are not especially strong in any area to begin with, and some online journal subscriptions have been cancelled (e.g., the Routledge encyclopedia is not available through the library system). The library is also cutting back on book purchases, which makes obtaining new material difficult.

Faculty do have access to Link Plus (the networked inter-library loan program) as well as ILLIAD (the university's out-work-network library program). However, for Link Plus the loan period is very short (3 weeks with a one-time renewal), which does not provide adequate time for faculty to use these books for their research purposes. ILLIAD's loan

period varies from a few weeks to a few months, depending on the loaning library's policies. While the combination of Link Plus + ILLIAD offers faculty members some additional options, the short or erratic loan periods impose challenges upon faculty's research needs.

Although our library offers multi-journal networks (Project Muse and parts of JSTOR), and a few individual e-journals, it remains 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 pronounced. It is not at all clear that the university is committing resources in this direction. The library's budget continues to be reduced. This further constricts faculty research opportunities, especially when it requires recent books and articles in one's field.

X. Facilities

USF continues to be short on space. We will outline the issues below.

A. Departmental offices

With respect to departmental offices, there are three main concerns. First, while the entire department is located in Kalmanovitz Hall, part-time faculty do not have offices. In response to a PT faculty survey, Professor Mason started an office sharing program in 2017-2018, which allows full-time faculty to share their offices with part-time members on a semester-by-semester basis. However, whether the part-time members are able to find an office in a given semester is highly contingent on their teaching schedules. When part-time faculty members cannot find an office to share, they are asked to use a lounge space on the top floor of the library. This space is shared with hundreds of other part-time faculty members. This makes it difficult for part-time members to meet with students in a space conducive to private conversations, and to have a focused place to do their own work. The need for individual office space was made even more salient during the COVID-19 pandemic, e.g., to avoid forcing part-time faculty to use the shared library space, some full-time members started sharing a single office so that two part-time faculty members could split time in an office of their own.

Second, some offices for full time faculty are adequate in size, whereas others barely have enough room for books. Moreover, some offices do not have adequate wi-fi, and some of the offices do not function properly. For instance, the heat does not turn on in some offices, and in other offices the heat will not shut off. This has caused significant disruptions.

Third, faculty have been denied regular access to their offices during the Covid-19 pandemic. Even when the San Francisco Department of Public Health allowed us to return to our offices, the administration refused to let faculty into the building. This was largely done as a cost saving measure, and it caused significant disruptions to our teaching and research. For instance, some faculty were forced to teach remote classes from noisey apartments, while others were unable to access the books and journals necessary for carrying out their projects.

B. Classroom spaces

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. The philosophy department still lacks a seminar room of its own and must compete with other departments for limited seminar rooms. Most seminars take place in larger rooms with the faculty rearranging the furniture to create a more intimate environment, but this is a cumbersome half-measure. Indeed, the University facilities on this matter compare very unfavorably to those of one of its peer institutions (e.g., St. Mary's College enjoys seminar rooms having seminar furniture suited to a seminar class).

Additionally, in the last few years classrooms (both lecture and seminar spaces) have had issues with broken thermostats and heat. This has interfered with pedagogical practices, and many a faculty member has complained about the status of their classroom lecture halls. For instance, as of Fall 21, some of the classrooms in Cowell Hall are stuck at a temperature of 78 degrees. Additional issues facing classroom usage have ranged from broken blinds, to malfunctioning doors and windows, to excessive heating during hot days, to issues with malfunctioning bathrooms nearby.

In closing, we find that the status of facilities at our university currently is an issue of concern; addressing the issues surrounding office and classroom space is crucial for improving the quality of educational experiences being offered.

XI. CONCLUSIONS

A. Strength and Accomplishments

In terms of *faculty*, 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. 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. The department has benefited over the past 5 years from successful TT hires in the form of faculty members Geoffrey Ashton and Rebecca Mason, adding not only to crucial content areas but also to USF's commitment to the mission of our university as related to the Pacific Rim as well as to gender diversity.

Collaboration with other departments and programs remains strong. 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, Environmental Studies, the McCarthy Institute, the Master in Asian Pacific Studies, Politics, the former Honors Program and now the new Honors College, and the Saint Ignatius Institute. Likewise, our department offers first year and transfer year seminars. Most recently, we have initiated new courses offered in the Honors College (e.g. Global Ethics, Gateway Seminars, Honors Symposia, etc.) as well as developing a new core D3 Engineering Ethics course to cater to the interests of new students entering the Engineering Program in F20, and an Ethics of Technology course to service mathematics and computer science students.

In regards to assessment, the Philosophy Department has been at the forefront of assessment practices, with a rigorous assessment plan of which the complete cycle has been finalized as it currently stands (F19), on top of which we have assessed our core D1 and core D3 courses. Our assessment results indicate that our majors and minors are achieving the learning outcomes that we have set out for them.

In terms of involvement in pedagogical developments at USF, members of the department have been actively learning about and experimenting with other learning technologies in the classroom, and have taken on important service tasks within the Center for Teaching Excellence (CTE), serving as peer coaches, managing reading circles or moderating faculty learning communities.

In terms of service, the department relies heavily on the work of two term faculty members, Gerard Kuperus and Nick Leonard, for service tasks to be accomplished: Gerard served as PT Faculty Coordinator (from 2015-2017) and Nick Leonard's term as PT faculty coordinator started in Fall 2019. In their capacities, both have been pertinent to offering support to PT faculty, doing classroom observations, organizing philosophy pedagogy workshops, and assisting the Chair with maintaining a strong pool of PT faculty. Additionally, they have played an essential, and successful, role in coordinating the recruitment of students.

In terms of *PT faculty*, we are glad for our excellent pool of PHP faculty and for our office-sharing program, which has boosted the morale for PT faculty. Our PT faculty are involved in CTE, seek to attend pedagogy workshops and other philosophy events as their time allows for it. We continue to seek further ways of supporting them.

In terms of our current *students*, the department is flourishing with a healthy number of majors and minors, due to active recruitment efforts in core-classes and outreach to new students in recruitment letters sent off to prospective students. We have a successful advising program, a newly reinvented and successful senior thesis program, we organize graduate school advising sessions, and are proud to have a vibrant and successful philosophy club that won "USF's Best Academic Club of the Year Award" in 2018-2019. In terms of our alumni, we have taken initiative to provide outreach to alumni via an annual e-newsletter and through invitation to participate in philosophy club lunches. We have received positive feedback from many alumni regarding this initiative.

B. Challenges

In terms of the work that lays ahead, there are a number of challenges.
- First, in terms of personnel, and despite our many strengths, there are alarming deficiencies in the department. With the move of Jeff Paris to the Dean's Office, we have lost an awarded teacher and with his departure our course offerings on animal ethics, environmental ethics and continental philosophy have weakened. Additionally, with the departure of Manuel Vargas to UC San Diego, we lost critical expertise in Latin American Philosophy. To add on to this, the retirement of David Stump, whose research focuses on analytic philosophy, pragmatism and philosophy

of science, and whose line, now vacant, might not be returned to us, we would lose yet another critical substantial area of expertise in our department. Additionally, the department needs to be vigilant to maintain (Gerard Kuperus) and secure (Nick Leonard) long-term term contracts for these invaluable members of our faculty. We also think that, while gender diversity in our department has improved since our last APR, this still needs improvement. We remain, in general, concerned about retaining and attracting FT and PT faculty, in light of the price of living in the Bay Area, the higher demands placed upon us by administrators, and the current budget cuts.

- Second, with regard to students, and in terms of recruitment, we need to remain vigilant to ensure we effectively keep attracting students to our excellent program.

- Third, with regard to Honors and SII: Due to changes in SII and the emergence of a new Honors College, we are seeking to find stable footing and are looking for further collaboration opportunities that could strengthen the role of philosophy in these programs.

- Fourth, with regard to space, the university's classroom space remains tight, our departmental office space is less-than-optimal, and classroom issues such as heat, ventilation and noise have increased the past few years.

- Fifth, with regard to staff, due to budget-cuts, the Program-Assistant now supports two programs and a minor: In addition to Philosophy, the PA now serves the program Environmental Studies and the minor Urban Agriculture. The increased workload, sudden furloughs, and relatively low pay have combined to make it difficult for us to have the consistent support of a Program Assistant. At the time of writing this, the department has no PA.

- Sixth, with regard to library research opportunities, we are concerned about existing library budget cuts, and how they affect our research and teaching. As with the previous APR, we find the library resources inadequate, both in terms of books available as well as journal subscriptions. In fact, due to budget cuts, with the cancellation of a number of journal subscriptions as well as less book purchases, the situation has worsened. Another example is that the Routledge Encyclopedia of Philosophy is not accessible through USF's library system.

C. Overview

The faculty members of the Philosophy Department are strongly committed to their role in the university and to the profession. We are excelling in research, teaching, and service and many faculty members have been awarded with various grants and awards accordingly. The research that the members of this department have engaged in has been exceptional. However, the budget cuts of the last years (ongoing since 2013) have resulted in fewer course release opportunities, in the loss of NTA's, in bigger classes (core and seminar style), and in the FT faculty teaching more students in the core. Especially in a 3-course semester this could lead us to teaching 100-120 students, which strains us and our research and service opportunities. Valuable opportunities such as professional editing services are no longer supported by course releases. Other valuable resources to receive funding and/or release time such as the Dean's Scholar are dwindling due to cuts in funding at the university/Dean's level. This, in addition to other challenges (e.g. library cuts, technology issues, facilities issues) have decreased morale among our faculty, in a way similar to other USF departments, but is perhaps even more pronounced in ours, especially given our research heavy agendas and professional service, not only at USF, but at national and international levels. Still, collegiality and inner support in our department remains remarkably strong, especially for a department marked by an extraordinary degree of intellectual pluralism. The faculty encourages each other's research and teaching, and mentors its junior faculty accordingly.

Thus, in overview, budget cuts that have been dictated by the administration in the past years have strained us in our research and professional service opportunities. While the department seeks to continue to strive for excellence in all areas of our academic lives, we see these budget cuts—affecting not only our material spaces but also the intellectual spaces of service, teaching, and research—as a serious matter of concern.

XII. COMPREHENSIVE PLAN FOR THE FUTURE

This section will address areas both of need and for improvement over the next five years. It will look at hiring needs, facilities and space, and our need for material resources if we are to remain an intellectually vibrant program of committed researchers and teachers.

At the time of our last external review, we had eleven tenured/tenure track faculty and one full time term faculty member. Our reviewers recognized our need to hire at least one additional faculty member (at that time to cover epistemology and metaphysics). At this time, we are now down to eight tenured/tenure track faculty, and have two full time term faculty members. At least one senior member is likely to retire within the next few years.

We are at risk of losing one junior and one term member, due to the instability of the latter's employment at USF. Attending to **retention** of faculty as well as **recruitment** of new faculty is crucial if we are to continue to provide an excellent and diverse philosophy program for our majors and minors, and to deliver the philosophy core (D1) to all and ethics core (D3) to many undergraduate students. This is the moment to address the need to retain and support our faculty members. We need coverage in various areas of philosophy. We cannot afford to squander the significant results of our recruitment of majors and minors (to record numbers) due to an inability to offer a complete and diverse program.

We will continue to provide greater support to our part time faculty. It should be noted that we currently face the prospect of losing more of our most dedicated part time faculty due to the high cost of living in the Bay Area. We are working to support part time faculty through PHP 2 status, although the University is increasingly reluctant to spend resources in this area. We now provide shared office space to every part time faculty member who needs it, and will continue to do so. We will continue to have research colloquia with part time faculty. The Center for Teaching Excellence provides pedagogical support for all faculty.

We need more adequate office space for our program assistant. The increasing signs of deterioration in plumbing and heating/air conditioning in KA Hall have a marked effect on the PA's ability to work (and the workload has significantly increased as the PA works for one other department and a minor program). Our previous external review report suggested that we hire a graduate level assistant who could provide dedicated help, particularly around our Fleishhacker fund activities, and we should work with the University to make this happen.

In terms of attention to our curriculum and curricular development, we have currently completed an in-depth assessment of Core learning outcomes as well as both major and minor learning outcomes. We are successfully learning from our assessment reports, and integrating the learning outcomes for courses into our evaluation rubrics for course assignments. We will continue to do so. We now have greater clarity about how the new Honors College and the old Saint Ignatius Institute have evolved, and our faculty continue to offer courses (both Core and seminars) in these programs.

Now is also the time for the University to provide faculty with the support needed to carry out our robust research agendas. Thanks to the efforts of our Union, we do enjoy good funding support for scholarly travel and research assistance. It has become increasingly difficult to rely on the resources of our libraries due to University budget cuts. We should not be complacent in the face of the elimination of course releases awarded either for

research excellence or for critical professional service (such as editing journals, or serving in leadership roles in national and international scholarly societies). Our significant research strengths and scholarly output are threatened by constant budget reallocations, at the expense of the College of Arts and Sciences, due to underperformance in other parts of the University. We will continue to make good use of our Fleishhacker funding to bring innovative conferences, workshops, and colloquia to the University. All of our events are open to the public.

As this report shows, the undergraduate population at USF has increased by 20% since 2006. At the same time, the faculty of the Philosophy Department has decreased. Budget concerns have led to the administration filling classes to capacity, which has effectively, and disproportionately in relation to other departments, increased the teaching load for full time Philosophy faculty. The department needs assurance that we can adequately provide core and major/minor courses with the hiring of new faculty.

To sum up, we need the following concrete and material support:
- At least one full time tenure track faculty member to provide coverage in areas previously taught
- Better support for the Chair: course release, summer pay
- Better office space and support for the PA

Appendices

Department ByLaws
Assessment Reports, 2015-16 to 2020-21

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 by the will engender an appreciation of philosophical issues.

C.   C. To carry out the responsibilities assigned to the Department of Philosophy 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.

B. 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).

Amended unanimously to make needed change to section VI D, May, 23 2016 (10 of 11 full-time members being present).

PHILOSOPHY MAJOR AND MINOR AGGREGATE REPORT

ASSESSMENT REPORT
ACADEMIC YEAR 2017 – 2018
REPORT DUE DATE: 10/26/2018

Who should submit the report? – All majors, minors (including interdisciplinary minors), graduate and non-degree granting certificate programs of the College of Arts and Sciences. Programs can combine assessment reports for a major and a minor program into one aggregate report as long as the mission statements, program learning outcome(s) evaluated, methodology applied to each, and the results are clearly delineated.

Note: Dear Colleagues: In an effort to produce a more streamlined and less repetitive assessment report format, we are piloting this modified template for the present annual assessment cycle. We are requesting an assessment report that would not exceed eight pages of text. Supporting materials may be appended. We will be soliciting your feedback on the report as we attempt to make it more user-friendly.

Some useful contacts:

1. Prof. Alexandra Amati, FDCD, Arts – adamati@usfca.edu
2. Prof. John Lendvay, FDCD, Sciences – lendvay@usfca.edu
3. Prof. Mark Meritt, FDCD, Humanities – meritt@usfca.edu
4. Prof. Michael Jonas, FDCD, Social Sciences – mrjonas@usfca.edu
5. Prof. Suparna Chakraborty, AD Academic Effectiveness – schakraborty2@usfca.edu
6. Ms. Corie Schwabenland, Academic Data & Assessment Specialist- ceschwabenland@usfca.edu

Academic Effectiveness Annual Assessment Resource Page:

https://myusf.usfca.edu/arts-sciences/faculty-resources/academic-effectiveness/assessment

Email to submit the report: assessment_cas@usfca.edu

Important: Please write the name of your program or department in the subject line.

For example: FineArts_Major (if you decide to submit a separate report for major and minor); FineArts_Aggregate (when submitting an aggregate report)

LOGISTICS & PROGRAM LEARNING OUTCOMES

1. **Please indicate the name and email of the program contact person to whom feedback should be sent (usually Chair, Program Director, or Faculty Assessment Coordinator).**

Marjolein Oele, Chair of the Philosophy Department; moele@usfca.edu

2. **Were any changes made to the program mission statement since the last assessment cycle in October 2017? Kindly state "Yes" or "No." Please provide the current mission statement below. If you are submitting an aggregate report, please provide the current mission statements of both the major and the minor program.**

No Changes have been made to the Program Mission Statement

Current Mission Statement of the Philosophy Major:
The mission of the B.A. in Philosophy degree program is to provide students with an excellent grounding in the fundamental subjects, key movements, and central figures in the history of philosophy and in ethics. We emphasize the development of superior reading, writing, critical thinking, and logic. We prepare students for a wide variety of careers, including entry into various postgraduate and professional degree programs. Our students and faculty are diverse. Consonant with the University's mission, the department educates men and women for others.

Current Mission Statement of the Philosophy Minor:

The mission of the Minor in Philosophy degree program is to provide students with an excellent grounding in the fundamental subjects, key movements, and central figures in the history of philosophy and in ethics. We emphasize the development of superior reading, writing, and critical thinking. Our students and faculty are diverse. Consonant with the University's mission, the department educates men and women for others.

3. **Were any changes made to the program learning outcomes (PLOs) since the last assessment cycle in October 2017? Kindly state "Yes" or "No." Please provide the current PLOs below. If you are submitting an aggregate report, please provide the current PLOs for both the major and the minor programs.**

   Note: Major revisions in the program learning outcomes need to go through the College Curriculum Committee (contact: Professor Joshua Gamson, gamson@usfca.edu). Minor editorial changes are not required to go through the College Curriculum Committee.

No Changes have been made to the PLO's since the last assessment cycle in October 2017.

Current PLO's for the Major:

1) Students identify primary philosophical themes found in the writings of major ancient, medieval, modern, and moral philosophers.
2) Students write historical and argumentative essays on central philosophical issues.
3) Students develop philosophical arguments using formal and informal methods originated by historical and contemporary philosophers.

Current PLO's for the Minor:
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.

4. **Which particular Program Learning Outcome(s) did you assess for the academic year 2017-2018?**

We assessed PLO #2, which is similar for both the Major and the Minor

II. METHODOLOGY

5. **Describe the methodology that you used to assess the PLO(s).**

   For example, "the department used questions that were inputted in the final examination pertaining directly to the <said PLO>. An independent group of faculty (not teaching the course) then evaluated the responses to the questions and gave the students a grade for responses to those questions."

   Important Note – WSCUC advises us to use "direct methods" which relate to a <u>direct evaluation of a student work product</u>. "Indirect methods" like exit interviews or student surveys can be used only as additional l complements to a direct method.

   <u>For any program with fewer than 10 students</u>: If you currently have fewer than 10 students in your program (rendering your statistical analysis biased due to too few data points), it is fine to describe a multi-year data collection strategy here. It would be important to remember that <u>every 3 years</u>, we would expect you to have enough data to conduct a meaningful analysis.

   <u>Important</u>: *Please attach, at the end of this report, a copy of the rubric used for assessment.*

In Spring 2018, the Philosophy Department proceeded in indirect assessment of its PLO's, by reviewing the syllabus for one its foundational classes: *Phil 315: Ethics for Majors and Minors*. In Fall 2018, on 8/16/18, the Philosophy Department conducted an assessment of its 2nd PLO through direct assessment of student final papers of the same course.

III. RESULTS & MAJOR FINDINGS

6. **What are the major takeaways from your assessment exercise?**

   This section is for you to highlight the results of the exercise. Pertinent information here would include:

   a. **how well students mastered the outcome at the level they were intended to,**

   b. **any trends noticed over the past few assessment cycles, and**

   c. **the levels at which students mastered the outcome based on the rubric used.**

   To address this, among many other options, one option is to use a table showing the distribution, for example:

Level	Percentage of Students
Complete Mastery of the outcome	8.7%
Mastered the outcome in most parts	20.3%
Mastered some parts of the outcome	66%
Did not master the outcome at the level intended	5%

In Spring 2018, the Philosophy Department proceeded in indirect assessment of all of its PLO's, by reviewing the syllabus for one its foundational classes: *Phil 315: Ethics for Majors and Minors*. We commend the author of the syllabus for a clear alignment of D3 CLO's and PLO's with regard to all assignments for the course. We also discussed that the final paper is the best medium for assessing PLO #2. We concluded that the syllabus is in full alignment with all PLO's.

In Fall 18, on 8/16/18, the Philosophy Department conducted an assessment of its 2nd PLO through direct assessment of papers from the same course. The chair arranged for a sample (9 papers) of the final papers from one its foundational classes (Phil 315: Ethics for Majors and Minors), to be drawn. Using papers from this class allowed the department to assess how philosophy majors and minors were achieving its 2nd PLO.

Our PLO 2 and the rubric we used is as follows. Please note that the 2nd PLO is identical for the major and minor.

PLO 2) Students write historical and argumentative essays on central philosophical issues.

a) Below expectations: The student is unable to ask relevant questions, to conceive, suggest and answer those questions, or to support her own positions with appropriate arguments. The student shows little or no understanding of any additional implications of her positions.
b) Minimal acceptable: The student shows that she is able to ask relevant questions, to conceive, suggest and answer those questions appropriately, and to support her own positions with logically competent arguments. The student can also show an understanding of the more general implications of the question as framed and her position taken on that question.
c) Exemplary: The student shows that she is able to ask relevant and original questions, to suggest novel answers to those questions, and to support her own positions with creative and compelling arguments. The student can also take into account a range of competing arguments, and show why her position taken is superior to those alternatives.

10 faculty members participated in the assessment. One of the papers was selected for a calibration exercise. Using the rubric above, the participants came to the following results:

	Below Expectations	Minimal Acceptable	Exemplary
Results (Major)		7	3

We discussed the difference in our scores to calibrate our common understanding of PLO 2 and each of the 3 standards.

After the calibration exercise, we divided up the remaining 8 papers. Each paper was evaluated by 3 faculty members. The results are reported in the table below, and

	Below Expectations	Minimal Acceptable	Exemplary
Paper 1 (Major)			3
Paper 2 (Major)	2	1	
Paper 3 (Major)		2	1
Paper 4 (Major)		3	
Paper 5 (Minor)			3
Paper 6 (Minor)		2	1
Paper 7 (Minor)		2	1
Paper 8 (Minor)		3	

Using a score of 2 faculty votes as benchmark for a rating, 1 paper out of 8 scored below expectations, 5 scored minimally acceptable, and 2 papers cored exemplary. Expressed in percentages, this means that 87.5 % of all rated student papers are meeting, or exceeding, our standards for PLO #2.

Our conclusion, immediately after the exercise, was that we were confident in PLO 2's goal and our students' achievement of that goal. We also concluded that the rubric for the 2nd PLO, and all of them, need to be sharpened and revised.

IV.   CLOSING THE LOOP

7. **Based on your results, what changes/modifications are you planning in order to achieve the desired level of mastery in the assessed learning outcome? This section could also address more long-term planning that your department/program is considering and does not require that any changes need to be implemented in the next academic year itself.**

Based on both indirect and direct assessment of PLO #2 with regard to *PHIL 315: Ethics for Majors and Minors*, we are confident in PLO 2's goal and our students' achievement of that goal.
Based on our direct assessment exercise, we think our rubrics for the 2nd PLO, as well as others, are in need of sharpening and revision.

8. **What were the most important suggestions/feedback from the FDCD on your last assessment report (for academic year 2016-2017, submitted in October 2017)? How did you incorporate or address the suggestion(s) in this report?**

<u>On January 31, 2018, the Department received the following email with feedback sent by Mark Meritt:</u>

Identifying Information: Thank you for providing the most important identifying information at the beginning of your *Yearly Assessment Report*; this allows us to communicate effectively with everyone who is engaged with student learning assessment for your department/program. The program/department name is clearly identified, and the report is very logically structured. Since assessment reports are public documents, in future reports please also indicate (at the beginning of the report) the type of program (e. g. major, minor, etc.) and the program's division within the college (i. e., humanities).

     Mission Statement: The Philosophy major's revised mission statement is lucid, concise, and distinctive. It clearly articulates the program's objectives for students and its relationship to the university-wide mission.

     Program Learning Outcomes: Program Learning Outcomes for the Philosophy major clearly and succinctly identify the skills and knowledge students should have attained by completion of the program. They also clearly relate to yet are distinct from outcomes for the minor. Philosophy has also developed rubrics describing student work that achieves and fails to achieve each outcome.

     Curriculum Map (Course to PLOs): All courses are linked with all program learning outcomes, and coverage designations (introduced, developed, mastered) suggest that the Philosophy major curriculum addresses outcomes with increasing depth and rigor as students proceed from lower to upper-level courses. It is uncommon for all courses to link to all program learning outcomes. However, this mapping makes sense, as the major has only three outcomes (a reasonable number) representing important skills that students continue to develop over the course of the curriculum.

     Curriculum Map (PLOs to ILOs): All of the Philosophy major's learning outcomes map onto all of the university's institutional learning outcomes, though addressing them to different extents. Philosophy's major curriculum thus clearly contributes to its students' achievement of the university's broader goals.

     Assessment Methods: Philosophy has employed both indirect (collection and examination of syllabi and assignments) and direct (evaluation of student work products) methods to assess its major curriculum thoughtfully and effectively. In the direct assessment, student work products (essays collected from representative courses) were each anonymously evaluated by several professors to determine student achievement of the program's second outcome ("Students write historical and argumentative essays on central philosophical issues"). Multiple anonymous readings of student work products help to ensure validity of the assessment. Future reports could briefly describe any calibration methods used (e. g., norming and discussion prior to formal scoring) to ensure reliability among readers.

     Results: Results of indirect assessment show that Philosophy major syllabi and assignments are aligned with program learning outcomes. If possible, a brief description of criteria used to determine course alignment with and communication of outcomes might be included in future reports. Results of direct assessment indicated that the

majority of students are meeting or exceeding expectations for the learning outcome assessed.

  Closing the Loop: Philosophy presents no immediate plans or need for curricular change. The department very recently revised its outcomes and mission statement. Also, the assessment results suggest that students are meeting learning outcomes, and further assessment will inform future discussions of the major curriculum. Philosophy does, however, plan to refine and formalize its rubric for assessing learning outcomes.

The Philosophy Department addressed and incorporated feedback to the report in the following way:
- With regard to the point that "future reports could briefly describe any calibration methods used (e. g., norming and discussion prior to formal scoring) to ensure reliability among readers," our current report mentions our calibration exercise preceding our rating exercise.
- With regard to the point that "Results of indirect assessment show that Philosophy major syllabi and assignments are aligned with program learning outcomes. If possible, a brief description of criteria used to determine course alignment with and communication of outcomes might be included in future reports," the Philosophy Department has included language in this report to describe the criteria for alignment.
- With regard to the point that "Philosophy does, however, plan to refine and formalize its rubric for assessing learning outcomes," we do want to reiterate that this new AY we will work on revising our rubrics.

ADDITIONAL MATERIALS

(Any rubrics used for assessment, relevant tables, charts and figures should be included here)

PLO 2) Students write historical and argumentative essays on central philosophical issues.

 a) Below expectations: The student is unable to ask relevant questions, to conceive, suggest and answer those questions, or to support her own positions with appropriate arguments. The student shows little or no understanding of any additional implications of her positions.

 b) Minimal acceptable: The student shows that she is able to ask relevant questions, to conceive, suggest and answer those questions appropriately, and to support her own positions with logically competent arguments. The student can also show an understanding of the more general implications of the question as framed and her position taken on that question.

 c) Exemplary: The student shows that she is able to ask relevant and original questions, to suggest novel answers to those questions, and to support her own positions with creative and compelling arguments. The student can also take into account a range of competing arguments, and show why her position taken is superior to those alternatives.

PHILOSOPHY MAJOR AND MINOR AGGREGATE REPORT

ASSESSMENT REPORT
ACADEMIC YEAR 2018 – 2019
REPORT DUE DATE: 11/01/2019

- **Who should submit the report? – All majors, minors (including interdisciplinary minors), as well as graduate and non-degree granting certificate programs of the College of Arts and Sciences.**
- **Programs can combine assessment reports for a major and a minor program into one aggregate report as long as the mission statements, program learning outcome(s) evaluated, methodology applied to each, and the results are clearly delineated in separate sections.**
- **Undergraduate, graduate and certificate programs must submit separate reports**
- **It is recommended that each assessment report not exceed 10 pages. Additional materials (optional) can be added as appendices.**
- **A curricular map should be should be submitted along with each assessment report (we suggest that the curricular map should be informed by recent assessment outcomes).**

Some useful contacts:

1. Prof. Alexandra Amati, FDCD, Arts – adamati@usfca.edu
2. Prof. John Lendvay, FDCD, Sciences – lendvay@usfca.edu
3. Prof. Mark Meritt, FDCD, Humanities – meritt@usfca.edu
4. Prof. Michael Jonas, FDCD, Social Sciences – mrjonas@usfca.edu
5. Prof. Suparna Chakraborty, AD Academic Effectiveness – schakraborty2@usfca.edu

Academic Effectiveness Annual Assessment Resource Page:

https://myusf.usfca.edu/arts-sciences/faculty-resources/academic-effectiveness/assessment

Email to submit the report: assessment_cas@usfca.edu

Important: Please write the name of your program or department in the subject line.

For example: FineArts_Major (if you decide to submit a separate report for major and minor); FineArts_Aggregate (when submitting an aggregate report)

I.   LOGISTICS

1. Marjolein Oele, Chair of the Philosophy Department; moele@usfca.edu
2. This is an aggregate report.
3. No changes have been made to the curricular map (see separate attachment)

II. MISSION STATEMENT & PROGRAM LEARNING OUTCOMES

1. **Were any changes made to the program mission statement since the last assessment cycle in October 2017? Kindly state "Yes" or "No." Please provide the current mission statement below. If you are submitting an aggregate report, please provide the current mission statements of both the major and the minor program.**

No Changes have been made to the Program Mission Statement

Current Mission Statement of the Philosophy Major:
The mission of the B.A. in Philosophy degree program is to provide students with an excellent grounding in the fundamental subjects, key movements, and central figures in the history of philosophy and in ethics. We emphasize the development of superior reading, writing, critical thinking, and logic. We prepare students for a wide variety of careers, including entry into various postgraduate and professional degree programs. Our students and faculty are diverse. Consonant with the University's mission, the department educates men and women for others.

Current Mission Statement of the Philosophy Minor:

The mission of the Minor in Philosophy degree program is to provide students with an excellent grounding in the fundamental subjects, key movements, and central figures in the history of philosophy and in ethics. We emphasize the development of superior reading, writing, and critical thinking. Our students and faculty are diverse. Consonant with the University's mission, the department educates men and women for others.

2. **Were any changes made to the program learning outcomes (PLOs) since the last assessment cycle in October 2018? Kindly state "Yes" or "No." Please provide the current PLOs below. If you are submitting an aggregate report, please provide the current PLOs for both the major and the minor programs.**

   Note: Major revisions in the program learning outcomes need to go through the College Curriculum Committee (contact: Professor Joshua Gamson, gamson@usfca.edu). Minor editorial changes are not required to go through the College Curriculum Committee.

No Changes have been made to the PLO's since the last assessment cycle in October 2018.

Current PLO's for the Major:

1) Students identify primary philosophical themes found in the writings of major ancient, medieval, modern, and moral philosophers.
2) Students write historical and argumentative essays on central philosophical issues.
3) Students develop philosophical arguments using formal and informal methods originated by historical and contemporary philosophers.

Current PLO's for the Minor:
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.

3. **Which particular Program Learning Outcome(s) did you assess for the academic year 2018-2019?**

Since we worked on our responses to the Core D1 and core D3 reports as whole, we indirectly assessed all program learning outcomes (see curricular map) .

III. METHODOLOGY

Describe the methodology that you used to assess the PLO(s).

For example, "the department used questions that were inputted in the final examination pertaining directly to the <said PLO>. An independent group of faculty (not teaching the course) then evaluated the responses to the questions and gave the students a grade for responses to those questions."

Important Note – WSCUC advises us to use "direct methods" which relate to a <u>direct evaluation of a student work product</u>. "Indirect methods" like exit interviews or student surveys can be used only as additional l complements to a direct method.

<u>For any program with fewer than 10 students</u>: If you currently have fewer than 10 students in your program (rendering your statistical analysis biased due to too few data points), it is fine to describe a multi-year data collection strategy here. It would be important to remember that <u>every 3 years</u>, we would expect you to have enough data to conduct a meaningful analysis.

<u>Important</u>: *Please attach, at the end of this report, a copy of the rubric used for assessment.*

In Fall 2018 and Spring 2019, the Philosophy Department proceeded in indirect assessment of its PLO's, by reviewing the results of the core D1 and core D3 reports.

IV. RESULTS & MAJOR FINDINGS

IV. **What are the major takeaways from your assessment exercise?**

This section is for you to highlight the results of the exercise. Pertinent information here would include:

a. **how well students mastered the outcome at the level they were intended to,**

b. **any trends noticed over the past few assessment cycles, and**

c. **the levels at which students mastered the outcome based on the rubric used.**

To address this, among many other options, one option is to use a table showing the distribution, for example:

Level	Percentage of Students
Complete Mastery of the outcome	8.7%
Mastered the outcome in most parts	20.3%

Mastered some parts of the outcome	66%
Did not master the outcome at the level intended	5%

In Fall 2018 and Spring 2019, the Philosophy Department proceeded in indirect assessment of its PLO's, by reviewing the results of the core D1 and core D3 reports (see the curricular map in terms of how D1 and D3 courses map onto our PLO's).

<u>The way we proceeded is the following:</u>
1. In Fall 2018, we reviewed the core D1 report. Since this report only concerns the Philosophy Department, we were able to use the results of this report to think through our core D1 learning outcomes, as well as our PLO's. We wrote our findings in a report submitted to the CAC (Core Advisory Committee), and we also held a Pedagogy Workshop (in Spring 2019) to ensure and discuss alignment of core D1 learning outcomes as expressed in assignments.

2. In Spring 2019, we reviewed the core D3 report. Since this report pertains to both THRS and PHIL, we asked for additional information that pertained to only PHIL courses. We wrote our findings in a report submitted to the CAC (Core Advisory Committee).

In assessing the core D1 and core D3 assessment reports, all PLO's were clearly in sight. For instance, as we thought through issues of a) critical thinking, and b) the formulations of the core learning outcomes, the central building-blocks of our program came into view, which have to do with developing philosophical arguments (PLO # 3) and writing historical and argumentative essays (PLO #2) and with identifying philosophical themes (PLO #1).

To repeat, the PLO's are:
<u>Current PLO's for the Major:</u>
1) Students identify primary philosophical themes found in the writings of major ancient, medieval, modern, and moral philosophers.
2) Students write historical and argumentative essays on central philosophical issues.
3) Students develop philosophical arguments using formal and informal methods originated by historical and contemporary philosophers.

<u>Current PLO's for the Minor:</u>
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.

In our response to the D1 report, we concluded the following:

(a) Based on the report, the Department sees the value of thinking about its objectives for D1-, and welcomes the opportunity to think through its curriculum, its assignments, etc.

(b) The department sees the need to emphasize the issue of critical assessment (Core D1 learning outcome #4) . Since we find this an especially important core learning outcome for our D1- courses, we think that we need to address this through pedagogy and by emphasizing its importance in our assignments. We held a pedagogy workshop to address this in Spring 2019.
(c) *The Department sees the need 1) to design better rubrics, and 2) to sharpen the language of its first Core D1- Learning Outcome. The Philosophy Department needs a bit more time to discuss, and decide, between options A and B.*

In our response to the D3 report, we concluded the following:

(a) Based on the report, the Department sees the value of thinking about its objectives for D3, and welcomes the opportunity to think through its curriculum, its assignments, etc.
(b) With regard to HOLG Criterion #1 ("Identifies key ethical theories, concepts, or issues") we are glad that the performance for this criterion was solid.
- Secondly, with regard to HOLG Criterion #2 ("Explains significance of theories, concepts, or issues, and their inter-relation"), we think the language of this criterion does not adequately manage to capture what we aim for in our learning outcomes.
- Thirdly, we have reflected on the issue of <u>selection</u> of works to be used for assessment. We have wondered whether all works selected are proper fits to meet the 7 (!) learning outcomes of D3. Also, as raters of the workshops indicated, it is sometimes hard to assess papers without being aware of the particular prompt that is being answered. In what way does this selection process and the absence of prompts influence the results?
- Fourthly, similar to our response to the Core D1-assessment report, the department sees the need to emphasize the issue of <u>critical assessment</u> (Core D3 learning outcome # 4; HOLG criterion # 5). Since we find this an especially important core learning outcome for our D3- courses (similar to D1) we think that we need to address this through pedagogy and by emphasizing its importance in our assignments. As for the timeline, we held a pedagogy workshop for all PT and FT Philosophy faculty in Spring 2019 regarding the importance of emphasizing critical thinking for our courses and our assignments. We plan to build upon the message of that workshop to ensure the department's courses are aligned well to achieve this learning outcome.
(c) *The Department sees the need 1) to design better rubrics, 2) to make more precise the language of D3 learning outcomes to ensure clarity of their meaning and to effectively achieve them through pedagogy, 3) to possibly reconsider the number of learning outcomes for the sake of clarity and teaching effectiveness.*

V.   CLOSING THE LOOP

Based on your results, what changes/modifications are you planning in order to achieve the desired level of mastery in the assessed learning outcome? This section could also address more long-term

planning that your department/program is considering and does not require that any changes need to be implemented in the next academic year itself.

After completing the assessment cycle of the past few years of (a) reviewing each PLO of the major and minor (through both indirect and direct assessment) and (b) reviewing both D1 and D3 core learning outcomes though core assessment, the philosophy department sees the value of offering indirect assessment from hereon out for the next year(s), monitoring the major and minor, our course offerings, aligning syllabi, etc. This proposed period of indirect assessment would offer us the opportunity to reflect on the current state of the major and minor through bi-annual discussions. Additionally, since our APR is coming up in F20 and we are currently writing our self-report, we anticipate such deep reflection to yield further ideas regarding future years of assessment.

What were the most important suggestions/feedback from the FDCD on your last assessment report (for academic year 2017-2018) How did you incorporate or address the suggestion(s) in this report?

Feedback:

On March 7, 2019 the Department received the following email with feedback sent by Mark Meritt, Faculty Director of Curriculum Development, Humanities

"*Program Information*: Complete contact information is clearly provided.
Program Learning Outcomes and Mission Statement: Mission statements for the Philosophy major and minor are distinct. Each statement communicates clearly and concisely the goals and values of the program, and each statement is clearly aligned with the university's broader mission. Program learning outcomes for the major and the minor are also distinct. Both lists of outcomes clearly describe the knowledge students should gain in the respective programs.
Assessment Methods: Faculty in the Philosophy department chose to assess a program learning outcome common to both majors and minors (#2: Students write historical and argumentative essays on philosophical issues), as well as to assess how well the course (PHIL 315, required for majors and minors) from which samples were taken aligns with all program outcomes (as well as core D3 outcomes). The assessment process was careful and well designed. For direct assessment, faculty selected sample final papers (including work by both majors and minors) from PHIL 315 that addressed the outcome selected. Before scoring student work, faculty tested the rubric to be used and calibrated their scoring practices through discussion of scoring. Each student work product was scored by three different faculty members. All of the above practices helped to ensure the validity and reliability of the assessment process. The syllabus for PHIL 315 was checked for alignment of course outcomes and assignments with program outcomes.
Assessment Results and Closing the Loop: Indirect assessment results confirm that a course required for majors and minors (PHIL 315) aligns (in its course outcomes and assignments) with program learning outcomes for both the major and the minor. Also, direct assessment results provide strong evidence that a majority of both majors and

minors in Philosophy are meeting PLO #2. Philosophy has thus used the assessment process to confirm the overall effectiveness of its curriculum in meeting one of its outcomes (for both majors and minors). The report indicates plans to revise the rubric used in assessment. Such revisions might help the program build upon this already thoughtful assessment. For example, perhaps a more detailed rubric or an analytic one (measuring different elements or components of the task assessed) could help the program determine possible areas for improvement even of acceptable work (e. g., students writing generally sound arguments displaying understanding of concepts might improve documentation of sources, grammar/syntax, or organization). Whatever possible refinements Philosophy undertakes, the department has conducted a thoughtful and well conceived assessment process providing valid evidence of student learning. *Summary Comments*: Philosophy has directly and indirectly assessed student achievement of a program learning outcome shared by its major and minor. Evidence indicates that students are meeting standards set for the outcome and that required coursework aligns with all program learning outcomes. Philosophy plans to build upon its sound assessment practices with further refinement of its rubric."

Response:
The department has welcomed the response by Mark Merritt and has kindly taken to the idea that our assessment process has been in order.

VI. BIG PICTURE
What have you learned about your program from successive rounds of assessment? Is a picture of the whole program starting to emerge? For example, what areas of strength have emerged? What opportunities of improvement have you identified?

The big picture that has emerged from successive rounds of assessment is that we are satisfied with our current PLO's. Opportunities for improvement will be revealed, we think, when we are offered time to engage deeper reflection on the current state of affairs of our major and minor. Our upcoming APR will likely also offer opportunities for valuable feedback and for deeper reflection on our major and minor.

VII. Feedback to your Assessment Team

What suggestions do you have for your assessment team (the Faculty Directors of Curriculum Development and the Associate Dean for Academic Effectiveness)? What can we do to improve the process?

For a program such as Philosophy, which has, over the years, completed a full round of assessment of *all its key core LO's* (D1, D3) and *all PLO's*, we see no value at this point at

simply repeating the process as we had it (with direct assessment of PLO's etc.). We are hence asking to be granted a period of more general time for reflection on the major and minor as we have it, rather than being pushed into a "repeat" process of which we do not see the additional value. We gather that our question is a valuable question not just for Philosophy, but for all programs which have completed their assessment cycles.

ADDITIONAL MATERIALS

(Any rubrics used for assessment, relevant tables, charts and figures should be included here)

Department of Philosophy
2020-2021 Assessment Report
Due Date: November 1, 2021

1. Identifying Information

Name of Program: Philosophy
Type of Program: Major and Minor
Assessment Committee:
Jackie Taylor, Chair (jtaylor2@usfca.edu)
David Kim (kim@usfca.edu)

2. Mission Statement

No changes were made to the mission statement since the last report.

Mission statement: Executing its mission, the philosophy department fosters philosophical thinking by providing an intellectually engaging major and minor, offering excellent core-courses, and fostering a reflective community amongst the faculty and students. Philosophy grounds USF's education in the Jesuit, Catholic tradition. The department upholds that venerable tradition in the major, minor, and Core curriculum. Consonant with the University's mission, the philosophy department offers diverse courses to educate women and men for others.

3. Program Learning Outcomes

No changes were made to the learning outcomes for the philosophy major, philosophy minor, Core D1, or Core D3 since the last report.

The Major:
1. Students identify primary philosophical themes found in the writings of major ancient, medieval, modern, and moral philosophers.
2. Students write historical and argumentative essays on central philosophical issues.
3. Students develop philosophical arguments using formal and informal methods originated by historical and contemporary philosophers.

The Minor:
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.

Core D1 (Philosophy):

Students will:

- Understand the value of thinking philosophically by reflecting on the meaning of one's own life, the conceptual foundations of human actions and beliefs, the nature of the self and of human responsibility
- Understand and discuss coherently the central philosophical issues, such as the problem of evil, the existence of God, free will, the mind/body relation, human knowledge, and the question of being
- Demonstrate an ability to identify and articulate, both orally and in writing, the primary philosophical themes and issues found in the writings of the major philosophers
- Demonstrate an ability to evaluate philosophical arguments critically, both orally and in writing, using philosophical methods that have been developed by either historical or contemporary philosophers

Core D3 (Ethics):
Students will:

- Identify and articulate central ethical problems concerning equality, justice, and rights, and understand the role these play in personal and professional life
- Compare and contrast major ethical theories, to show how actions can be determined to be just or unjust, right or wrong, or good or bad, and to demonstrate knowledge of the strengths and weaknesses of major ethical theories
- Investigate ways of settling ethical disputes in arriving at ethical judgments
- Think and write critically about classic and contemporary moral issues
- Identify the contributions of diversity and recognize the challenge that it presents in resolving contemporary ethical issues
- Demonstrate an ability to apply ethical theories and values in personal decision-making

4. Curricular Map

No changes were made since the last report. The map is attached to this document.

5. Assessment Schedule

The final version of the department's most recent self-study was submitted on March 16, 2020. We substituted the comprehensive section on curriculum and assessment from our self-study (initially prepared for an APR Fall 2020) for the assessment report for 2019-2020.

As we all know, the rest of spring 2020 and all of AY 2020-21 were comprehensively impacted by the Covid-19 situation and USF's shift to remote teaching. Our pedagogy had to be suddenly and radically reconfigured, entailing additional work for all instructors, and especially for the Chair who spent a period of nine months working on the evolving schedule for Fall 2021. As a

result of this extra work and an emergency pandemic situation, our assessment practices were significantly hampered. As a result, an ordinary schedule of assessment could not be followed. Nevertheless, the recency of the department's self-study and the use of the Year of Reflection method of assessment, which draws on that self-study, can offer a general portrait for assessment purposes.

6. Assessment Methodology

The Year of Reflection method involves a global evaluation of a program that can generate revisions for specific PLOs or assessment strategies as well as rethinking of larger and long-term program goals. As noted earlier, our use of this method can draw from a 2020 self-study and general consideration of this past Covid year to develop a broad evaluative framework.

We note that with the development of different modalities for undergraduate instruction, from hybrid/hyflex to remote to fully online, we will, moving forward, work to evaluate assessment methods for courses other than those taught in person. The online courses, in particular, require different strategies and assignments for ensuring that students are understanding and keeping up with the material. The department will plan to discuss this together and also with the external reviewers who will visit our department for an APR in Spring 2022.

7. Assessment Results

The 2020 self-study comprehensively assessed the department's efforts at satisfying the PLOs for the major, minor, and core D1 and D3. As noted in the final submission of the self-study, Mark Merritt, the Faculty Director of Curriculum Development, affirmed in a memo, dated March 17, 2019, the department's ability to satisfy each of the sets of PLOs for which it is responsible. He affirmed as well the quality of the department's deliberations on its assessment strategies, factors that have helped or hindered its pedagogy, and data on retention and graduation.

The pedagogy that generated these positive results could not be normally applied in AY 2020-21 due to the shift to remote learning. But the department faculty attended ITS zoom and canvas instructional sessions and applied as many of their previously successful pedagogical strategies as they could in the new teaching situation. Some of the faculty even embraced the remote learning format and devised online summer courses.

The overall impression is that any challenge to satisfying the relevant PLOs in the last year was attributable to the total retreat to a remote learning environment and the environing Covid situation. Nothing in the department's ordinary teaching practices seemed to be problematic in delivering its curriculum and enabling its students to succeed. We believe that having in place sets of PLOs that have proven effective provides an invaluable guide to all faculty teaching in our department with respect to designing course content and assessing student performance.

This section is perhaps the place to raise the matters of (i) having appropriate equipment for teaching in modalities other than in person, and (ii) awareness of inequities in the student population that made it very challenging for some students to have a quality environment in which to attend class and participate. These are, of course, university-wide concerns, but the department can also plan to give attention to them.

8. Department Response to Assessment Results

The department was pleased to receive confirmation from Mark Merritt that we have achieved our PLOs as evidenced by both direct and indirect assessment methods.

9. Feedback from Previous Report

Because we submitted a portion of our self-study, no feedback was given or required.