

Self-Study

Department of Philosophy  
College of Humanities

Department Chair: Tim Black

Bachelor of Arts since 1961

Last Program Review in 2009-2010

Prepared by Tim Black, Kristina Meshelski, and Adam Swenson

Signature of Department Chair \_\_\_\_\_ Date \_\_\_\_\_

Signature of College Dean \_\_\_\_\_ Date \_\_\_\_\_

Submitted to Undergraduate Studies immediately following the Dean's signature

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# Part 1. Self-Study Process and Overview of the Program

## A. Development of the Self-Study

- **March 8, 2016:** Representatives of the Philosophy Department—Tim Black, Kristina Meshelski, and Adam Swenson—attended the Program Review Launch Meeting.
- **June 8:** The Department Chair received a document, “Summer Self-Study Preparation: Best Practices,” via email from Eli Bartle, Program Review Coordinator, Office of Academic Assessment and Program Review.
- **September 12:** The Chair met with the other members of the Department who are working on the Self-Study, Kristina Meshelski and Adam Swenson. Over the course of the following few days, these three members of the Department discussed the strategy for the program review in general and the Self-Study in particular. They consulted with each other closely several times between September 12<sup>th</sup> and the completion of the Self-Study on February 27<sup>th</sup>.
- **October 2:** Kristina Meshelski submitted the Department’s annual assessment report to Jack Solomon, Director of the Office of Academic Assessment and Program Review.
- **October 3:** Kristina Meshelski emailed an initial working draft of the assessment-related portions of the Self-Study to Tim Black, Adam Swenson, and Robert Gressis, the Department’s new Assessment Liaison.
- **November 14:** The Department’s Climate Committee met to review the Department’s student data, some of which will make its way into the Self-Study, and to plan a meeting for Spring 2017 that will bring together representatives from other philosophy departments in the area who are working on climate issues. The Climate Committee is Tim Black (chair), Sarah Hansen, Kristina Meshelski, Robin Muller, and Adam Swenson.
- **January 10, 2017:** Eli Bartle informed Philosophy that Jack Solomon, Director of the Office of Academic Assessment and Program Review, will take over as Program Review Coordinator for the Spring 2017 semester.
- **January 17:** The Chair sent an e-mail to all tenure-track and tenured faculty members, asking for their current curricula vitae and information on accomplishments by majors and alumni.
- **January 17:** The Chair sent an e-mail to all temporary faculty, asking for their current curricula vitae and information on accomplishments by majors and alumni.
- **February 27:** The Self-Study was completed, and the Chair distributed it in draft form to all tenure-track and tenured faculty members of the Department for comments.
- **February 29-March 2:** Interested faculty in the Department met with the Chair to discuss the Self-Study.
- **March 3:** The Self-Study and names of potential external reviewers were submitted to the College.
- **XXX XX:** The Self-Study was accepted by the College of Humanities Academic Council.
- **XXX XX:** The Self-Study was resubmitted to the College in a slightly revised form.

## B. Program Introduction

The Department offers a major and a minor, as well as an Honors in Philosophy Program for eligible majors. Forty-four units are required in the major. Sophomore-level courses prepare majors for the work in the four-unit, writing-intensive core junior courses, as well as junior-level electives. Four-unit, writing-intensive core junior courses (gateway courses) provide majors with a background in the primary sub-disciplines of Western philosophy and prepare majors for the writing in the senior-level courses, culminating in Senior Research Seminar.

The purpose of the Honors in Philosophy Program is to identify exceptional philosophy students and to encourage and recognize the development of their potential. To graduate with Honors in Philosophy, a student must complete a minimum of 45 units in letter-graded courses taken at CSUN, complete the requirements for a B.A. in Philosophy with a grade point average of 3.5 or above in all courses counting toward completion of the major and a grade point average of 3.3 or above in all courses taken at CSUN, complete an honors thesis consisting of a minimum of 5,000 words, and earn an A or A- on the thesis. "Honors in Philosophy" is noted on the transcripts and academic records of students who graduate with Honors in Philosophy.

The Department does not offer a graduate program.

Since Philosophy's last Program Review, we have made the following changes to the B.A. in Philosophy Program:

- Students are now able to take either PHIL 200, Critical Reasoning, or PHIL 230, Introduction to Formal Logic, in order to satisfy a requirement in the Program. PHIL 230 was something of a bottleneck course in the Program, which this change addresses, and the change still fully prepares students to succeed in later courses in the Program.
- Students in the Program are now required to take one of the following courses:
  - PHIL 333, American Indian Philosophy
  - PHIL 341, Kierkegaard and Nietzsche
  - PHIL 342, Existentialism
  - PHIL 343, Indian Philosophy
  - PHIL 344, Chinese Philosophy
  - PHIL 348, Philosophy and Feminism

We made this change so as to give students in the Program an opportunity to encounter a richer and more diverse range of philosophies and philosophical styles. This is a change that our students encouraged us to make and were happy to see us make.

- As a result of this second change, which added a new three-unit requirement to the Program, we reduced the number of required elective units from 24 to 21.

No changes have been made to our Minor Program since our last Program Review.

The Department of Philosophy has adopted the following Student Learning Outcomes for the B.A. in Philosophy:

1. Students will develop a critical understanding of the work of central thinkers in the Western philosophical tradition.
2. Students will read and comprehend philosophical texts.
3. Students will respond critically and analytically to philosophical positions, arguments and methodologies, including positions, arguments and methodologies involved in the investigation of significant issues in epistemology, metaphysics, and value theory.
4. Students will defend their own philosophical positions and arguments.
5. Students will write well-organized philosophical essays in which they clearly articulate philosophical positions and arguments.
6. Students will write well-organized philosophical essays in which they clearly and effectively present and defend their own philosophical positions and arguments.
7. Students will apply the basic concepts essential to a critical examination and evaluation of argumentative discourse, where this includes learning how to determine whether an argument is valid and whether it is sound.

### C. Program Overview

All programs in Philosophy at CSUN are state-supported programs.

#### Major Program

Required Courses (23 units)

- |    |                                      |                                       |   |
|----|--------------------------------------|---------------------------------------|---|
| 1. | PHIL 201                             | Ancient Philosophy .....              | 3 |
| 2. | PHIL 202                             | Modern Philosophy .....               | 3 |
| 3. | Choose one of the following courses: |                                       |   |
|    | PHIL 200                             | Critical Reasoning .....              | 3 |
|    | PHIL 230                             | Introduction to Formal Logic .....    | 3 |
| 4. | Choose one of the following courses: |                                       |   |
|    | PHIL 360                             | Ethical Theory .....                  | 4 |
|    | PHIL 365                             | Social and Political Philosophy ..... | 4 |
| 5. | Choose one of the following courses: |                                       |   |
|    | PHIL 350                             | Epistemology .....                    | 4 |
|    | PHIL 352                             | Metaphysics .....                     | 4 |
|    | PHIL 355                             | Philosophy of Mind .....              | 4 |
| 6. | Choose one of the following courses: |                                       |   |
|    | PHIL 333                             | American Indian Philosophy .....      | 3 |
|    | PHIL 341                             | Kierkegaard and Nietzsche .....       | 3 |

	PHIL 342	Existentialism .....	3
	PHIL 343	Indian Philosophy .....	3
	PHIL 344	Chinese Philosophy .....	3
	PHIL 348	Philosophy and Feminism .....	3
7.	PHIL 497	Senior Research Seminar .....	3

#### Electives (21 units)

Choose seven courses (21 units), subject to the following conditions:

- At least four courses (12 units) must be 400-level philosophy courses (other than PHIL 497 and PHIL 499).
- Other eligible electives include all philosophy courses numbered 230 and higher, excluding those taken as requirements in 1-7 above.
- Up to 3 elective units may be in closely related upper division courses outside department (subject to the approval of the department chair).

Total Units in the Major: **44**

#### Minor Program

##### Required Courses (10-11 Units)

- Choose one of the following courses:

PHIL 100	General Logic .....	4
PHIL 200	Critical Reasoning .....	3
PHIL 210	Reasoning in the Sciences .....	3
PHIL 230	Introduction to Formal Logic .....	3

- Choose one of the following courses:

PHIL 201	Ancient Philosophy .....	3
PHIL 202	Modern Philosophy .....	3

- Choose one of the following courses:

PHIL 350	Epistemology .....	4
PHIL 352	Metaphysics .....	4
PHIL 355	Philosophy of Mind .....	4
PHIL 360	Ethical Theory .....	4
PHIL 365	Social and Political Philosophy .....	4

#### Electives (9 Units)

Choose three additional philosophy courses (9 units), other than PHIL 499, at least two of which are upper-division courses.

Total Units in the Minor: **19-20**

## Enrollment

The enrollment in Fall 2016 was 2,473 at census, which is roughly the same figure as the Department achieved in the fall semester immediately prior to its last program review (2,428 in Fall 2009). Figures for other semesters since the Department's last review are as follows:

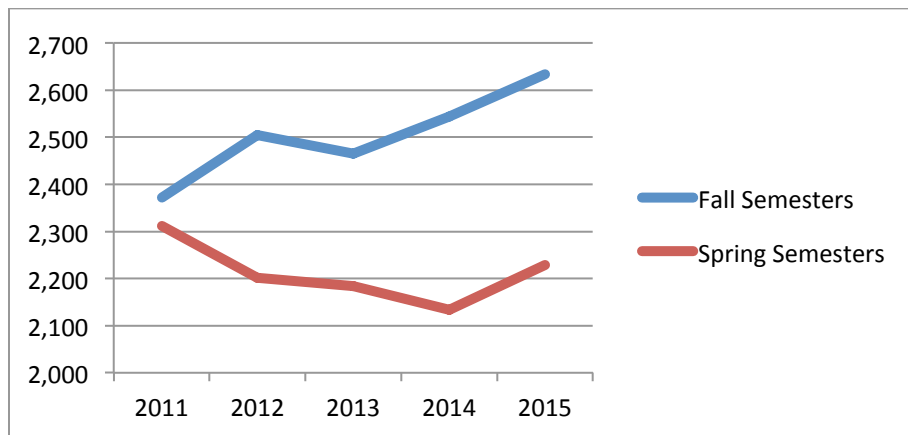
### Philosophy Undergraduate Course Enrollment by Fall Term

GE Level	2011	2012	2013	2014	2015
Lower GE	1,038	1,066	1,124	1,363	1,561
Lower Other	0	0	0	0	0
Upper GE	1,097	1,246	1,177	1,019	928
Upper Other	237	193	164	162	144
Total	2,372	2,505	2,465	2,544	2,633

### Philosophy Undergraduate Course Enrollment by Spring Term

GE Level	2011	2012	2013	2014	2015
Lower GE	1,125	990	1,098	1,260	1,443
Lower Other	0	0	0	0	0
Upper GE	978	992	887	722	635
Upper Other	209	219	199	151	151
Total	2,312	2,201	2,184	2,133	2,229

### Philosophy Undergraduate Course Enrollment in Fall and Spring Semesters 2011-2015

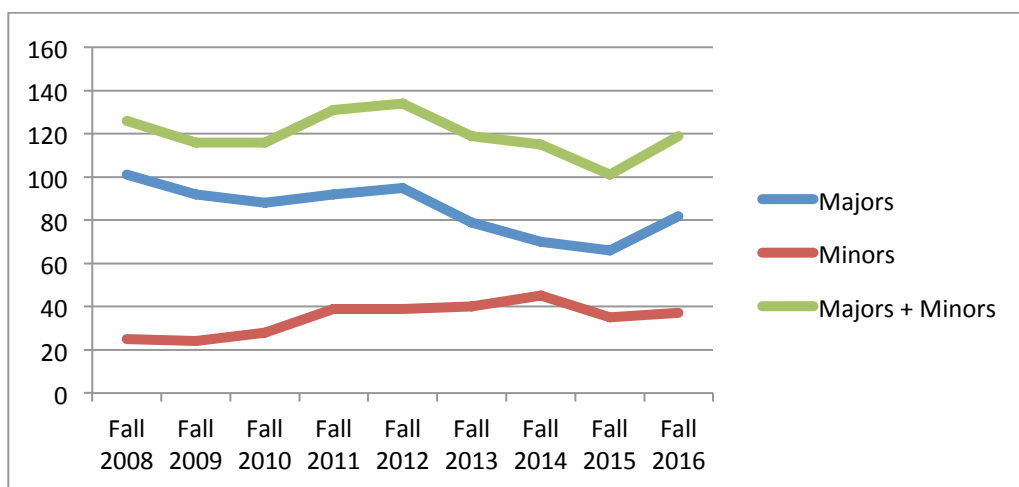


In Fall 2016 there were 82 majors at census. This was a significant increase from the previous fall semester, Fall 2015, when there were 66 majors. The number of majors began to decline fairly dramatically in Fall 2013, with a decrease from 95 in Fall 2012 to 79 in Fall 2013. The decline continued until Fall 2015. Then, in Fall 2016, the Department saw a fairly sharp rise in the number of majors, from 66 to 82. We do hope that this upward trend continues and, with the help of the Department's Climate Committee, we are taking steps to ensure that this is the case.

The Department offers a minor program. The number of minors has been increasing, from around 25 in 2008-10 to 35-40 in 2011-16.

**Majors and Minors in Fall Semesters 2008-16**

	Primary Majors	2nd Majors	Total Majors	Total Minors	Majors + Minors
Fall 2008	93	8	101	25	126
Fall 2009	87	5	92	24	116
Fall 2010	77	11	88	28	116
Fall 2011	86	6	92	39	131
Fall 2012	93	2	95	39	134
Fall 2013	73	6	79	40	119
Fall 2014	67	3	70	45	115
Fall 2015	60	6	66	35	101
Fall 2016	75	7	82	37	119



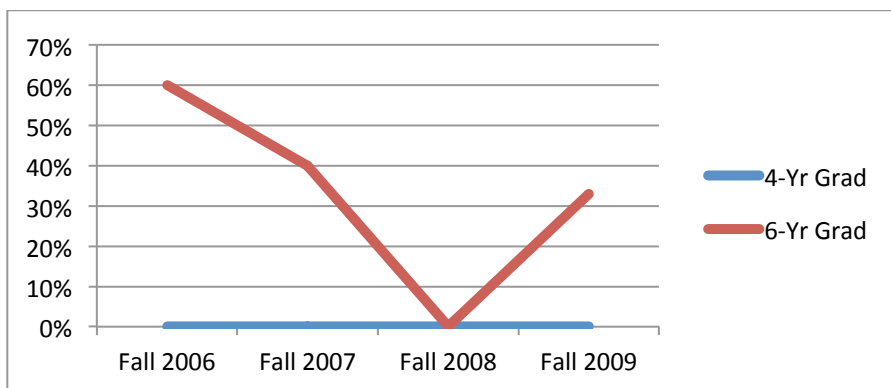


## Student Success Data: Degree Completion Rate

An average of 33.25% of first-time freshmen who entered in fall semesters in Philosophy graduated in 6 years during the period 2006–2009. The most recent rate for CSUN as a whole is 13%, with a goal of 30% by 2025. We are on pace to help the University meet this goal, although we grant that our contribution is a small one.

### Degree Progress for First-Time Freshmen Entering in Fall Semesters: Philosophy

Summary 2006 Philosophy Majors	Summary 2007 Philosophy Majors	Summary 2008 Philosophy Majors	Summary 2009 Philosophy Majors
<b>5 Enrolled Students*</b>	<b>5 Enrolled Students*</b>	<b>4 Enrolled Students*</b>	<b>3 Enrolled Students*</b>
<b>0% 4-yr Grad Rate</b>	<b>0% 4-yr Grad Rate</b>	<b>0% 4-yr Grad Rate</b>	<b>0% 4-yr Grad Rate</b>
<b>60% 6-yr Grad Rate</b> <ul style="list-style-type: none"> <li>67% of 6-yr grads (2 out of 3) graduated within this major</li> <li>The average total units attempted of all graduates was 136 units.</li> </ul>	<b>40% 6-yr Grad Rate</b> <ul style="list-style-type: none"> <li>100% of 6-yr grads (2 out of 2) graduated within this major</li> <li>The average total units attempted of all graduates was 116 units.</li> </ul>	<b>0% 6-yr Grad Rate</b> <ul style="list-style-type: none"> <li>NaN% of 6-yr grads (0 out of 0) graduated within this major</li> <li>The average total units attempted of all graduates was NaN units.</li> </ul>	<b>33% 6-yr Grad Rate</b> <ul style="list-style-type: none"> <li>100% of 6-yr grads (1 out of 1) graduated within this major</li> <li>The average total units attempted of all graduates was 159 units.</li> </ul>
<b>40% Dropout Rate</b> <ul style="list-style-type: none"> <li>50% of these (1 out of 2) happened in the first year</li> <li>The average total units attempted of all dropouts was 79 units.</li> </ul>	<b>60% Dropout Rate</b> <ul style="list-style-type: none"> <li>67% of these (2 out of 3) happened in the first year</li> <li>The average total units attempted of all dropouts was 45 units.</li> </ul>	<b>50% Dropout Rate</b> <ul style="list-style-type: none"> <li>50% of these (1 out of 2) happened in the first year</li> <li>The average total units attempted of all dropouts was 87 units.</li> </ul>	<b>67% Dropout Rate</b> <ul style="list-style-type: none"> <li>50% of these (1 out of 2) happened in the first year</li> <li>The average total units attempted of all dropouts was 39 units.</li> </ul>



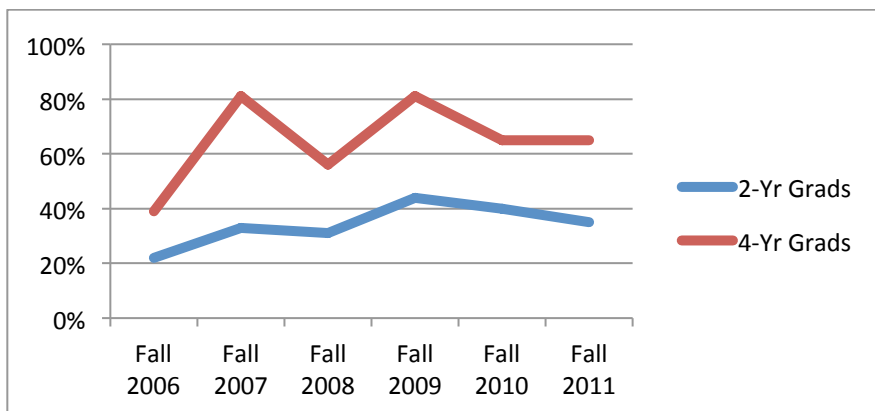
An average of 34.17% of transfers who entered in fall semesters in Philosophy graduated in 2 years during the period 2006–2011, with this percentage trending upward toward 40%. The most recent rate for CSUN as a whole is 31%, with a goal of 43% by 2025. We are currently keeping pace with the University, and hope to contribute to its meeting the 43% goal by 2025.

An average of 64.5% of transfers who entered in fall semesters in Philosophy graduated in 4 years during the period 2006–2011. This percentage leveled off at 65% with the 2010 and 2011 cohorts, and we'd like to see the number go no lower than that. The most recent rate for CSUN as a whole is 71%, with a goal of 81% by 2025. Here too we are keeping pace with the University, and hope to contribute to its meeting the 81% goal by 2025 (a number we achieved with both the 2007 and 2009 cohorts).

Since almost all of our majors enter as transfer students, our focus when it comes to graduation rates and student success will be on ways to improve the success and timely graduation of students who transfer to CSUN as Philosophy majors.

### Degree Progress for Transfers Entering in Fall Semesters: Philosophy

Summary 2006 Philosophy Majors	Summary 2007 Philosophy Majors	Summary 2008 Philosophy Majors	Summary 2009 Philosophy Majors	Summary 2010 Philosophy Majors	Summary 2011 Philosophy Majors
<b>18 Enrolled Students*</b>	<b>21 Enrolled Students*</b>	<b>16 Enrolled Students*</b>	<b>16 Enrolled Students*</b>	<b>20 Enrolled Students*</b>	<b>17 Enrolled Students*</b>
<b>22% 2-yr Grad Rate</b>	<b>33% 2-yr Grad Rate</b>	<b>31% 2-yr Grad Rate</b>	<b>44% 2-yr Grad Rate</b>	<b>40% 2-yr Grad Rate</b>	<b>35% 2-yr Grad Rate</b>
<b>39% 4-yr Grad Rate</b> <ul style="list-style-type: none"> <li>57% of 4-yr grads (4 out of 7) graduated within this major</li> <li>The average total units attempted of all graduates was 140 units.</li> </ul>	<b>81% 4-yr Grad Rate</b> <ul style="list-style-type: none"> <li>71% of 4-yr grads (12 out of 17) graduated within this major</li> <li>The average total units attempted of all graduates was 129 units.</li> </ul>	<b>56% 4-yr Grad Rate</b> <ul style="list-style-type: none"> <li>100% of 4-yr grads (9 out of 9) graduated within this major</li> <li>The average total units attempted of all graduates was 129 units.</li> </ul>	<b>81% 4-yr Grad Rate</b> <ul style="list-style-type: none"> <li>92% of 4-yr grads (12 out of 13) graduated within this major</li> <li>The average total units attempted of all graduates was 144 units.</li> </ul>	<b>65% 4-yr Grad Rate</b> <ul style="list-style-type: none"> <li>92% of 4-yr grads (12 out of 13) graduated within this major</li> <li>The average total units attempted of all graduates was 132 units.</li> </ul>	<b>65% 4-yr Grad Rate</b> <ul style="list-style-type: none"> <li>82% of 4-yr grads (9 out of 11) graduated within this major</li> <li>The average total units attempted of all graduates was 143 units.</li> </ul>
<b>50% Dropout Rate</b> <ul style="list-style-type: none"> <li>67% of these (6 out of 9) happened in the first year</li> <li>The average total units attempted of all dropouts was 108 units.</li> </ul>	<b>19% Dropout Rate</b> <ul style="list-style-type: none"> <li>100% of these (4 out of 4) happened in the first year</li> <li>The average total units attempted of all dropouts was 83 units.</li> </ul>	<b>38% Dropout Rate</b> <ul style="list-style-type: none"> <li>50% of these (3 out of 6) happened in the first year</li> <li>The average total units attempted of all dropouts was 119 units.</li> </ul>	<b>19% Dropout Rate</b> <ul style="list-style-type: none"> <li>67% of these (2 out of 3) happened in the first year</li> <li>The average total units attempted of all dropouts was 104 units.</li> </ul>	<b>30% Dropout Rate</b> <ul style="list-style-type: none"> <li>33% of these (2 out of 6) happened in the first year</li> <li>The average total units attempted of all dropouts was 109 units.</li> </ul>	<b>35% Dropout Rate</b> <ul style="list-style-type: none"> <li>33% of these (2 out of 6) happened in the first year</li> <li>The average total units attempted of all dropouts was 109 units.</li> </ul>



We know of no impediments to timely graduation at the department level, now that the logic/critical-reasoning requirement in the major has been modified so that, instead of being required to successfully complete PHIL 230 (Introduction to Formal Logic), students in the major program may now successfully complete *either* that course *or* PHIL 200 (Critical Reasoning). The unit requirement for the major is relatively low, and although there are several distinct requirements at the upper division, each of these requirements (with the exception of the Senior Seminar), can be satisfied by any one of a number of courses. Moreover, courses in each of the required areas are offered each and every semester, scheduled at convenient times, and staggered so that students can take multiple upper-division courses in a single term.

## Student Success Data: Number of Degrees Awarded

An average of 23.6 students per year have received a B.A. in Philosophy during the period 2006/07–2015/16.

Year	First Time Transfer Baccalaureate Degree Recipients Headcount	First Time Freshmen Baccalaureate Degree Recipients Headcount	Degree Recipients Headcount Total
2006/07	13	5	18
2007/08	16	7	23
2008/09	19	6	25
2009/10	28	10	38
2010/11	16	8	24
2011/12	15	5	20
2012/13	23	10	33
2013/14	17	3	20
2014/15	12	4	16
2015/16	17	5	19
Totals	176	63	236

## Student Success Data: Retention Rates from Year 1 to Year 2

During the period 2005–2014, there were a total of 51 first-time freshmen philosophy majors at CSUN. Of these, 38 continued for a second year at CSUN. This is a 74.5% continuation rate for first-time freshmen Philosophy majors for 2005-2014. The most recent continuation rate for first-time freshmen at CSUN is 75.2%, while the continuation rate for first-time transfers in the College of Humanities is 78.2%. This suggests that Philosophy is currently keeping pace with the University in this regard, as well as with the College.

## Percentage of First Time Freshmen at CSUN or Any Post-Secondary Institution 1 Year After Entry by Fall Entry Term

Fall Cohort Year	Percent 1 Year Continuation				Total Fall Cohort	1 Year Continuation			No Longer Enrolled
	at CSUN	2 Year Colleges	4 Year Colleges	Total		at CSUN	2 Year Colleges	4 Year Colleges	
2005	66.7	0.0	0.0	66.7	3	2	0	0	1
2006	80.0	0.0	0.0	80.0	5	4	0	0	1
2007	60.0	40.0	0.0	100.0	5	3	2	0	0
2008	75.0	0.0	0.0	75.0	4	3	0	0	1
2009	75.0	0.0	0.0	75.0	4	3	0	0	1
2010	60.0	20.0	0.0	80.0	5	3	1	0	1
2011	77.8	0.0	0.0	77.8	9	7	0	0	2
2012	77.8	11.1	0.0	88.9	9	7	1	0	1
2013	100.0	0.0	0.0	100.0	5	5	0	0	0
2014	50.0	0.0	0.0	50.0	2	1	0	0	1

During the period 2005–2014, there were a total of 179 first-time transfer philosophy majors at CSUN. Of these, 132 continued for a second year at CSUN. This is a 73.7% continuation rate for first-time transfer Philosophy majors for 2005-2014. The continuation rate for first-time transfers at CSUN is 82.9%, while the continuation rate for first-time transfers in the College of Humanities is 84.9%. This suggests that Philosophy has some work to do in order to catch up both to the University and to the College.

**Percentage of First Time Transfer at CSUN or Any Post-Secondary Institution 1 Year After Entry by Fall Entry Term**

Fall Cohort Year	Percent 1 Year Continuation				Total Fall Cohort	1 Year Continuation			No Longer Enrolled
	at CSUN	2 Year Colleges	4 Year Colleges	Total		at CSUN	2 Year Colleges	4 Year Colleges	
2005	65.0	0.0	0.0	65.0	20	13	0	0	7
2006	61.1	5.6	5.6	72.2	18	11	1	1	5
2007	72.7	0.0	0.0	72.7	22	16	0	0	6
2008	66.7	6.7	0.0	73.3	15	10	1	0	4
2009	87.5	0.0	0.0	87.5	16	14	0	0	2
2010	85.0	0.0	0.0	85.0	20	17	0	0	3
2011	82.4	5.9	5.9	94.1	17	14	1	1	1
2012	69.2	0.0	0.0	69.2	13	9	0	0	4
2013	84.2	0.0	0.0	84.2	19	16	0	0	3
2014	63.2	5.3	0.0	68.4	19	12	1	0	6

## General Education

The Department offers the following General Education courses:

### Basic Skills, Critical Thinking Courses

PHIL 100 (General Logic)  
 PHIL 200 (Critical Reasoning)  
 PHIL 210 (Reasoning in the Sciences)  
 PHIL 230 (Introduction to Formal Logic)

### Basic Skills, Critical Thinking Student Learning Outcomes (SLOs)

Students will:

1. Explain and apply the basic concepts essential to a critical examination and evaluation of argumentative discourse.
2. Use investigative and analytical thinking skills to examine alternatives, explore complex questions and solve challenging problems.
3. Synthesize information in order to arrive at reasoned conclusions.
4. Evaluate the logic and validity of arguments, and the relevance of data and information.
5. Recognize and avoid common logical and rhetorical fallacies.

### Alignment Matrix: Basic Skills, Critical Thinking Courses and SLOs

I = Introduced (basic level of proficiency is expected)

P = Practiced (proficient/intermediate level of proficiency is expected)

D = Demonstrated (highest level/most advanced level of proficiency is expected)

Basic Skills, Critical Thinking Courses	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
PHIL 100	I	I	I	P	P
PHIL 200	P	P	P	P	P
PHIL 210	P	P	P	P	P
PHIL 230	D	P	P	D	D

#### Arts and Humanities

PHIL 150 (Introduction to Philosophical Thought)

PHIL 165 (Today's Moral Issues)

PHIL 170 (Philosophy and Pop Culture)

PHIL 201 (Ancient Philosophy)

PHIL 202 (Modern Philosophy)

PHIL 310 (Philosophical Problems)

PHIL 325 (Philosophy of Biology)

PHIL 330 (Philosophy of Science)

PHIL 349 (Philosophy and Public Affairs)

#### Arts and Humanities Student Learning Outcomes (SLOs)

Students will:

1. Explain and reflect critically upon the human search for meaning, values, discourse and expression in one or more eras/stylistic periods or cultures.
2. Analyze, interpret and reflect critically upon ideas of value, meaning, discourse and expression from a variety of perspectives from the arts and/or humanities.
3. Produce work/works of art that communicate to a diverse audience through a demonstrated understanding and fluency of expressive forms.
4. Demonstrate ability to engage and reflect upon their intellectual and creative development within the arts and humanities.
5. Use appropriate critical vocabulary to describe and analyze works of artistic expression, literature, philosophy or religion and a comprehension of the historical context within which a body of work was created or a tradition emerged.
6. Describe and explain the historical and/or cultural context within which a body of work was created or a tradition emerged.

### Alignment Matrix: Arts and Humanities Courses and SLOs

I = Introduced (basic level of proficiency is expected)

P = Practiced (proficient/intermediate level of proficiency is expected)

D = Demonstrated (highest level/most advanced level of proficiency is expected)

Arts and Humanities Courses	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6
PHIL 150	I	I	I	P	I	I
PHIL 165	I	I	I	P	I	I
PHIL 170	I	I	I	P	I	I
PHIL 201	P	P	P	P	P	P
PHIL 202	P	P	P	P	P	P
PHIL 310	P	P	P	P	P	P
PHIL 325	D	D	D	D	P	P
PHIL 330	D	D	D	D	P	I
PHIL 349	D	D	D	D	D	P

#### Lifelong Learning

PHIL 180 (Human Nature and the Meaning of Life)

PHIL 305 (Business Ethics)

#### Lifelong Learning Student Learning Outcomes (SLOs)

Students will:

1. Identify and actively engage in behaviors conducive to individual health, well-being or development, and understand the value of maintaining these behaviors throughout their lifespan.
2. Identify and apply strategies leading to health, well-being or development for community members of diverse populations.
3. Apply the knowledge and skills of science and technology and evaluate how they impact individuals, the community and/or society.

### Alignment Matrix: Lifelong Learning Courses and SLOs

I = Introduced (basic level of proficiency is expected)

P = Practiced (proficient/intermediate level of proficiency is expected)

D = Demonstrated (highest level/most advanced level of proficiency is expected)

Lifelong Learning Courses	SLO 1	SLO 2	SLO 3
PHIL 180	I	P	P
PHIL 305	P	P	P

## **Comparative Cultural Studies/Gender, Race, Class, Ethnicity Studies and Foreign Languages**

PHIL 333 (American Indian Philosophy)  
PHIL 343 (Indian Philosophy)  
PHIL 344 (Chinese Philosophy)  
PHIL 348 (Philosophy and Feminism)

## **Comparative Cultural Studies/Gender, Race, Class, and Ethnicity Studies, and Foreign Languages Student Learning Outcomes**

Students will:

1. Describe and compare different cultures.
2. Explain how various cultures contribute to the development of our multicultural world.
3. Describe and explain how race, ethnicity, class, gender, religion, sexuality and other markers of social identity impact life experiences and social relations.
4. Analyze and explain the deleterious impact and the privileges sustained by racism, sexism, ethnocentrism, classism, homophobia, religious intolerance or stereotyping on all sectors of society.
5. Demonstrate linguistic and cultural proficiency in a language other than English.

## **Alignment Matrix: Comparative Cultural Studies Courses and SLOs**

I = Introduced (basic level of proficiency is expected)

P = Practiced (proficient/intermediate level of proficiency is expected)

D = Demonstrated (highest level/most advanced level of proficiency is expected)

Comparative Cultural Studies Courses	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
PHIL 333	P	D	P	P	
PHIL 343	P	D	P		
PHIL 344	P	D	P		
PHIL 348	P	D	P	P	

## **Changes and Trends in the Discipline**

There are two issues in the discipline that we would like to address. First, philosophy has recently become more interested in addressing questions concerning its own value, questions concerning the value of philosophy and of the philosophical enterprise. Second, philosophy is becoming more and more interdisciplinary and more and more concerned with including different philosophical traditions and bridging the gaps between those traditions.

One of the challenges faced today by philosophy and by philosophy departments is the

mistaken belief on the part of many that philosophy is not a valuable thing to study and that students derive no benefits from studying it. There are two general lines of response to these worries. First, philosophy teaches students skills that they will use throughout their professional careers; and second, philosophy students fare better than most other majors in gaining access to professional schools, and they tend to make more money by mid-career. The American Philosophical Association (APA) writes

Unless a student majors in a pre-professional area, such as education, engineering, or nursing, or plans to parlay an undergraduate major (for example, mathematics or English) into a career in primary or secondary school education, no major directly prepares students to enter the workforce. Students are not likely to make significant use on the job of the information acquired as an undergraduate. What students will find most significant to their future employment prospects, other than the sheer possession of a college degree, are the transferable skills acquired during their undergraduate career, skills in writing, analytical, critical, and creative thinking, public speaking, and the like. Such basic skills are portable across many job areas.<sup>1</sup>

That philosophy trains students in highly transferable skills is evidenced by the fact that philosophy majors perform exceptionally well on the Law School Admission Test, the Graduate Management Admission Test, and the Graduate Record Examination. During the most recent period for which results are available, philosophy majors had the highest average scores of all majors on both the verbal and analytical writing sections of the GRE. On recent LSATs, philosophy students performed better than any other discipline.<sup>2</sup>

Philosophy teaches students how to think well, a quality prized by many employers. Philosophers are good at

- Summarizing and logically organizing complex information
- Prioritizing questions and issues
- Evaluating opposing views
- Determining the morally relevant features of situations, actions, and policies
- Taking principled approaches to problem-solving
- Thinking of alternative approaches and solutions
- Writing in a clear, focused way
- Reasoning persuasively, both in writing and orally

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<sup>1</sup> From the APA's Statement on the Role of Philosophy Programs in Higher Education. [http://www.apaonline.org/general/custom.asp?page=role\\_of\\_phil](http://www.apaonline.org/general/custom.asp?page=role_of_phil). Accessed October 19, 2015.

<sup>2</sup> The Educational Testing Service reports that on GRE scores covering the three-year period ending June 30, 2006, Philosophy ranks first (of 50 fields) in both Verbal and Analytical Writing sections, and

<sup>2</sup> The Educational Testing Service reports that on GRE scores covering the three-year period ending June 30, 2006, Philosophy ranks first (of 50 fields) in both Verbal and Analytical Writing sections, and fourteenth in the Quantitative Reasoning section. If the 50 fields are ordered according to the average of their three rankings, philosophy is first. (See the Educational Testing Service publication, 2007-2008 Guide to the Use of Scores, at <http://www.ets.org/Media/Tests/GRE/pdf/994994.pdf>, pp. 17-19.)



- Offering and accepting criticism without personalizing it, and tolerating uncertainty<sup>3</sup>

At mid-career a philosophy major's average salary is \$81,200. This is more than other popular majors like Nursing (\$67,000), Psychology (\$60,400), Business Management (\$72,100), and Communications (\$70,000).<sup>4</sup> While philosophy majors do not tend to make more money early in their careers, it seems that their skills carry them further after landing their initial employment. Members of the Department do their best to share this information with students in our introductory classes in order to dispel misconceptions about the field.

Second, philosophy has recently begun to undergo a cultural shift toward greater inclusivity and interdisciplinarity. In Philosophy at CSUN, we have modified our B.A. program to include a 3-unit requirement that emphasizes subdisciplines that tend to be marginalized. In addition, our two most recent hires specialize in continental philosophy, further diversifying the philosophical makeup of the Department. The Department at CSUN has traditionally been an analytic one. This refers to a style of doing philosophy that is characteristic of the early- to mid-20<sup>th</sup>-century British empiricists, including philosophers such as G.E. Moore and Bertrand Russell. Analytic philosophy is typically understood to emphasize argument and logical analysis, and it is practiced in many (though by no means all) philosophy departments in the United States and the UK. Continental philosophy, which derives its name from the fact that its leading figures have been German or French thinkers, is seen as a more discursive, even polemical, way of doing philosophy, and as being more concerned than analytic philosophy with social and political issues.

While some insist on seeing a divide between analytic philosophy and continental philosophy, we in Philosophy at CSUN maintain that the two traditions are compatible and complementary. We strive to encourage interdisciplinarity and inclusivity, and to make available to our students a broad and diverse range of philosophical styles and concerns and voices. We look forward to continuing to embrace a wide variety of philosophical traditions, both in our faculty and in our curriculum, and to helping our students reap the benefits of hearing voices from many different positions on the philosophical spectrum.

#### **D. Faculty and Support Staff**

The Department currently has thirteen tenure-track or tenured professors, the same as in Fall 2009, and 16 lecturers, one fewer than in Fall 2009. The Department currently has one administrative support coordinator and one administrative support assistant, the same as in Fall 2009. For clerical support, one or two students are hired every semester as necessary. The Department hires one student as a grading assistant for a double-session (120 or more students) section of PHIL 305 (Business Ethics) each semester in which such a section of PHIL 305 is offered. The Department does not use teaching associates (TAs) or students to assist in instruction in other ways. The Department currently employs six students on a part-

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<sup>3</sup> From the APA's Statement on the Role of Philosophy Programs in Higher Education. [http://www.apaonline.org/general/custom.asp?page=role\\_of\\_phil](http://www.apaonline.org/general/custom.asp?page=role_of_phil). Accessed October 19, 2015.

<sup>4</sup> Data from the Wall Street Journal. [http://online.wsj.com/public/resources/documents/info-Degrees\\_that\\_Pay\\_you\\_Back-sort.html](http://online.wsj.com/public/resources/documents/info-Degrees_that_Pay_you_Back-sort.html). Accessed October 19, 2015.

time basis (approximately four hours each per week) as tutors for freshman-level courses in Philosophy and critical-reasoning courses.

### **E. Advisement and Student Support**

The Department has always operated on the belief that high-quality academic advisement must be one of its highest priorities. For many years now, with only a few exceptions, the department has backed that belief by providing reassigned time for a designated departmental Academic Advisor. The Academic Advisor typically receives a 3-unit reduction in teaching each semester, which has been covered either by the Department, from its instructional budget, or by the College.

The Academic Advisor and the Department Chair are available to students, both in person and by e-mail, on a regular basis throughout the year, including the January intersession and much of the summer. The Academic Advisor is the Department's chief source of expert information and advice on the philosophy curriculum and university requirements, including General Education. The Advisor and the Department Chair maintain student records, work with Admissions and Records and with the Department's Associate Chair in determining course equivalences and articulation agreements with other colleges and universities, and advise students about their post-graduate opportunities. As part of the University's efforts to improve time to graduation, majors can be required to be advised by the Academic Advisor prior to registering for Fall classes. When this has been done, time is set aside for advisement of this sort during spring semesters and summers. This is meant to help all majors find a convenient time to meet with the Academic Advisor.

At this time, the Department has no mechanisms in place for a formal assessment of its advisement process. We nonetheless believe that the efforts we make in advising and mentoring our majors and minors have paid off for our students in wonderful ways. Our students have had a great deal of success recently, in several different ways. The following are among the most recent accomplishments of our current and former Philosophy majors:

- Ryan Cook published his paper, "Discrimination Revised: Reviewing the Relationship between Social Groups, Disparate Treatment and Disparate Impact," in *Moral Philosophy and Politics* (2015, Vol 2, Issue 2, DOI 10.1515/mopp-2014-0026)
- Joshua DiPaolo earned his Ph.D. in Philosophy from the University of Massachusetts Amherst in 2016, and is currently a Visiting Assistant Professor at Kansas State University
- Joshua Khabushani was named an Outstanding Graduating Senior at CSUN for 2015-16
- Tyler Pugged
  - Was awarded a \$10,000 CSUN Presidential Scholarship for 2017, a prestigious honor that gives undergraduate students the opportunity to work with faculty mentors on significant projects

- Was a participant in the 2016 Rutgers Summer Institute for Diversity in Philosophy
- Has had his paper, “Ontology of American Sign Language Poems,” accepted to the Southeastern Student Conference in Aesthetics, sponsored by the Aesthetics Work Group and the American Society for Aesthetics, on 18 March 2017 at the College of Charleston
- Has had his paper, “Semantic-Causation Model and the Nature of Sensory Representation,” accepted for presentation at Illinois State University’s 4th Annual Undergraduate Conference
- Has had a paper accepted for presentation at Eastern Michigan University’s 7th Annual Undergraduate Conference in Philosophy
- Is the primary organizer of the inaugural *CSUN Student Philosophy Journal*
- Has had his name put forward by the College of Humanities for the CSU Statewide Student Research Competition
- Hermes Rocha is one of ten people in CSUN’s first cohort of the Hispanic-Serving Institutions (HSI) Pathways to the Professoriate
- Samuel Batzdorff is set to graduate in Spring 2017 with an M.A. in Philosophy from California State University Los Angeles
- Cesar Bernal is enrolled in Texas State University’s Masters of Applied Philosophy and Ethics
- Phillip Elliot earned an M.A. in Philosophy from San Jose State University
- Riko Kobayashi is on course to graduate in December 2017 with an M.B.A. from CSUN
- Robert Megill earned an M.A. in Chinese Philosophy and Culture from Fudan University (Shanghai, China)
- Pedro Melchor earned an M.A. in Philosophy from California State University Los Angeles

The College of Humanities Student Services Center/Educational Opportunity Program (SSC/EOP) helps in the advisement of majors in several ways. For those majors who find themselves on academic probation, the SSC/EOP advises them on University policies and regulations regarding probation, as well as on how to get off of probation and stay off. Majors turn to the SSC/EOP for advice on curricular matters that fall outside the Academic Advisor’s purview, matters having to do, for example, with the intricacies of the University’s General Education requirements.

The Department continues to advise majors into graduate programs in philosophy. Every year in the review period a few graduates were accepted into such programs, including masters programs in the area—at California State University Los Angeles, for example—and Ph.D. programs at some prestigious universities: the University of North Carolina at Chapel Hill, the University of Wisconsin—Madison, the University of Maryland, and the University of Colorado.

## **F. Service and Connections with the Campus Community**

The Department is committed to working with other programs and colleges in an effort to bring philosophy to more students.

The Department offers the following courses for prospective K-12 teachers in the Liberal Studies Program:

- PHIL 100 (General Logic)
- PHIL 150 (Introduction to Philosophical Thought)
- PHIL 200 (Critical Reasoning)
- PHIL 201 (Ancient Philosophy)
- PHIL 202 (Modern Philosophy)
- PHIL 210 (Reasoning in the Sciences)
- PHIL 303 (Sexual Ethics)
- PHIL 310 (Philosophical Problems)
- PHIL 348 (Philosophy and Feminism)

In addition, LRS 250 (Integrating Reason, Belief and Education) in the Liberal Studies Program was created by a Department faculty member, Professor Bonnie Paller, and its 3 lecture units have almost always been taught by Philosophy faculty.

Several departments in the David Nazarian College of Business and Economics make PHIL 305 (Business Ethics) an elective in their major programs. Both Information Systems and Computer Science require PHIL 230 (Introduction to Formal Logic) in their major programs.

Linguistics lists PHIL 330 (Philosophy of Science), PHIL 331 (Intermediate Formal Logic), PHIL 445 (Philosophy of Language), and PHIL 495 (Advanced Philosophy of Sciences) as electives in its major program.

Two new courses in philosophy of biology, PHIL 325 (Philosophy of Biology) and PHIL 425 (Seminar in Philosophy of Biology) have attracted some biology majors. And PHIL 225 (Evolutionary Reasoning), which was first taught in Spring 2014 and has been taught every year since, was initially co-taught by Philosophy and Biology faculty.

PHIL 396D (Bioethics) is an experimental course, first taught by Professor Sarah Hansen in Spring 2017, that we hope will be appealing to other departments and programs across campus, e.g., Communication Disorders and Sciences, Deaf Studies, Health Sciences, Nursing, and Social Work. We hope to explore the possibility of finding a place for PHIL 396D in one or more of these programs.

## **G. Resources**

We were pleased to welcome two new faculty, Professors Sarah Hansen and Robin Muller, into the Department in Fall 2015. In addition to helping to diversify the faculty in the Department, Professors Hansen and Muller have expertise relevant to addressing concerns about the diversity of the student population in our B.A. Program and expertise relevant to diversifying our curriculum, which now includes experimental courses in continental philosophy and bioethics.

In the 2016-17 academic year, we received a Campus Quality Fee grant, which funded six units of reassigned time for faculty administering the Department's new tutoring program (see Part 3.A. below for a full description of this program). We have been running this program since Spring 2016, with a significant degree of success. We are fortunate to have space in the Department, viz. the Philosophy Conference Room, Sierra Tower 503, where tutors can meet with tutees.

We have two amazing people on staff in the Department's main office, our Administrative Support Coordinator, Shanta Wallace, and our Administrative Support Assistant, Mesaly Neway. They always find ways to help us do all that we need to do, including but by no means limited to handling administrative tasks that arise around professional travel (e.g. to conferences), handling tasks that arise in the administration of our annual CSUN Philosophy Student Conference and the China Institute, whose director, Weimin Sun, is a Professor in the Department, and serving as reliable liaisons with the College of Humanities, as well as with other, non-academic departments on campus.

## Part 2. Departmental [Cultural] Climate Actions

### A. Creating a Positive Departmental Climate

“Although most philosophers these days are not old men with beards,” Sally Haslanger, the Ford Professor of Philosophy and Women’s and Gender Studies at MIT, reminds us, “most professional philosophers are men; in fact, white men. It is a surprise to almost everyone that the percentage of women earning philosophy doctorates is less than in most of the physical sciences [...]. As recently as 2010, philosophy had a lower percentage of women doctorates than math, chemistry and economics.”<sup>5</sup>

Haslanger goes on to say that “[t]he numbers of philosophers of color, especially women of color, is even more appalling. The 2003 number [...] of 16.6 percent full-time women philosophy instructors includes *zero* women of color. [...] The A[merican] P[hilosophical] A[ssociation] Committee on the Status of Black Philosophers and the Society of Young Black Philosophers reports that [by 2013] in the United States there [were] 156 blacks in philosophy, including doctoral students and philosophy Ph.D.’s in academic positions; this includes a total of 55 black women, 31 of whom [held] tenured or tenure-track positions. Assuming that there are still 13,000 full-time philosophy instructors in the United States, the representation of scholars of color is plausibly worse than in *any other field in the academy*.”

This is the unfortunate state of things in Philosophy in the United States. We at CSUN are deeply committed to doing everything we can to address this issue in our own department, and we are deeply committed to encouraging and supporting our students, including those of our students who are women and/or people of color, as they study and pursue philosophy. We strongly and wholeheartedly believe that all our students are capable of succeeding as philosophers and that they deserve every opportunity to do so, both here at CSUN and beyond, if they choose such a path.

### Hiring

The Department has worked aggressively to diversify its tenure-track membership. With the last two hiring cycles, we have improved the gender balance of the Department. In each search, “a demonstrated commitment to teaching and mentoring our diverse student body” was advertised as a minimum qualification for the position. Once the initial screening began, the search committee’s Equity and Diversity Representative read every application and attended each subcommittee meeting as a consultant. This commitment was a component of every subsequent evaluation instrument, as well as of the list of interview questions. Our commitment to screening out candidates who did not affirmatively demonstrate a commitment to teaching and mentoring our diverse student body created a more diverse pool at each stage of the hiring process. Indeed, all but one of the finalists who visited campus in these cycles were female. (The other finalist who visited campus was an African American man.)

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<sup>5</sup> Sally Haslanger, “Women in Philosophy? Do the Math,” *The New York Times*, September 2, 2013. ([https://opinionator.blogs.nytimes.com/2013/09/02/women-in-philosophy-do-the-math/?\\_r=0](https://opinionator.blogs.nytimes.com/2013/09/02/women-in-philosophy-do-the-math/?_r=0)).

## **RTP**

Our new hires have begun to take leadership positions in the department. Professor Julie Yoo has served on the Department's Personnel Committee for the past two years, and she is currently also serving as the Department's Academic Advisor. Professor Kristina Meshelski served as the Department's Assessment Liaison from Fall 2012 to Spring 2016, and is now the Department's Associate Chair. Professors Sarah Hansen and Robin Muller are becoming active members of the Department and of the University. In addition to serving as the Department's Library and Technology Resources Coordinator, Professor Hansen serves both on the Department's Climate Committee and on its Curriculum Committee. Professor Muller serves on the Department's Climate Committee, as Chair of the Department's Curriculum Committee, and on the College of Humanities' Academic Council.

## **Curriculum**

As discussed in the last program review, we have added non-western and non-analytic courses to our curriculum.

In Fall 2016, we offered a new experimental course, PHIL 396C, Contemporary Continental Philosophy. This course is an introduction to contemporary European continental philosophy in which students develop an understanding of the philosophical movements representative of that branch philosophy, which include phenomenology, existentialism, critical theory, hermeneutics, post-structuralism, psychoanalysis, French feminism, postcolonialism, and postmodernism. This course helps to diversify the Department philosophically, giving faculty and students alike an opportunity to conduct research that will enrich the philosophical character of the Department.

We have been offering PHIL 333, American Indian Philosophy, since Spring 2014. This course is a survey of American Indian philosophy, beginning with issues arising out of Oral Traditions, continuing on to early colonial Indigenous impacts on American Democracy and Pragmatism, and wrapping up by focusing on recent work on knowledge, value, and being in American Indian philosophy. The course also examines applied issues such as sovereignty and the environment. This course, which is taught every year now by Professor Brian Burkhart of the American Indian Studies program, helps to diversify the Department philosophically, and we have made a place for it in Philosophy's B.A. Program, as one of six courses that students can take in order to satisfy a new requirement for the B.A. in Philosophy at CSUN.

## **B. Identification of Problems and Solutions**

Both the major and minor remain overwhelmingly male. The underrepresentation of non-white students in the major and minor has attenuated since the last review. But we still remain behind where we would be if our students' demographics matched those of the institution.

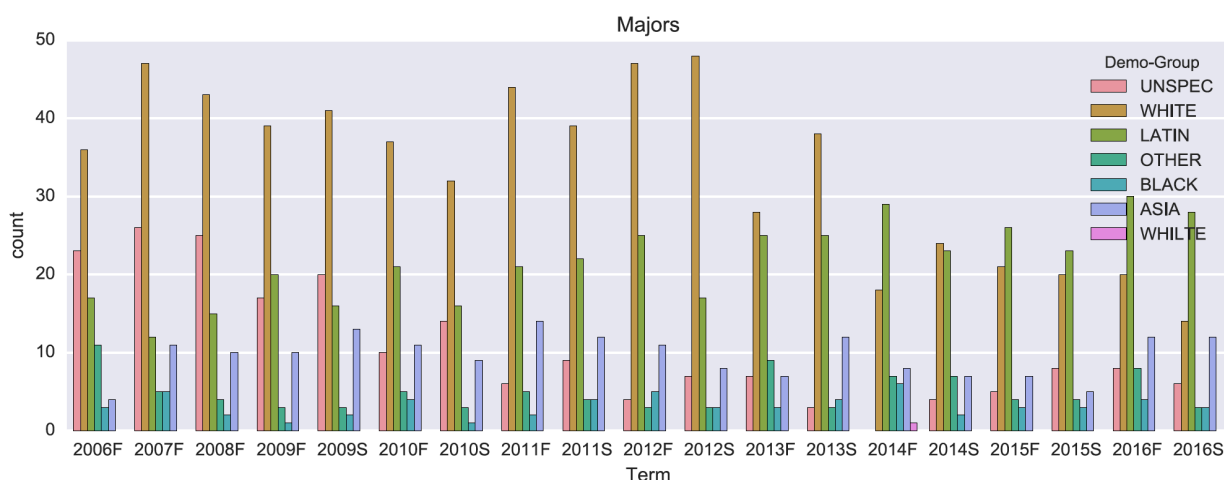
### **Major ethnicity**

Both the major and the minor have become substantially more Latino/a and substantially less white. After many years of being out-of-balance with the University and the College, the ethnic demographics of the major have moved closer to balance.

White enrollment as a percentage of the major peaked in Fall 2012 with 56% of majors (47 students) being white (the percentage of white students, based on data from Institutional Research, was 19.7% higher than CSUN and 19.1% higher than the College).<sup>6</sup>

As the major began to grow again after several years of contraction, the growth has been more balanced. By Fall 2014, Latina/o students comprised 42% (29 students) of our major and whites were 36% (18 students). In Fall 2016, whites were 24% (20 students) and Latina/o were 37% (30 students). However, this is still 13.8% less than CSUN and 19.6% less than the College. If the ethnicity of the Department's majors had the same distribution as CSUN students (using the IR data), the Department would have 36 Latina/o students instead of 26.

Interestingly, in the current term, the Department is slightly more African American than both CSUN and the College (0.5% and 1.3% respectively).

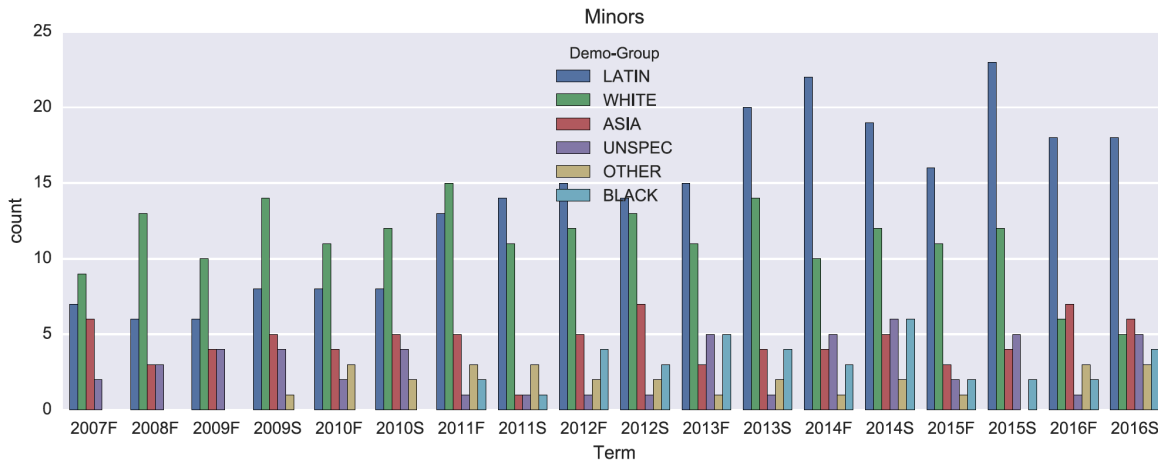


## Minor ethnicity

Non-white representation in the minor has been reasonably strong. Whites last comprised more than 50% of minors in 2008. In Fall 2016, whites comprised 16% of minors.

<sup>6</sup> Please note that we are using as our primary source data from spreadsheets distributed at census by the College of Humanities Student Services Center/EOP, rather than the data from CSUN's Institutional Research (IR) website. IR's data doesn't include data regarding second majors. So, since information like this makes a difference when it comes to issues concerning the climate in Philosophy, we use data from a different, more comprehensive source.

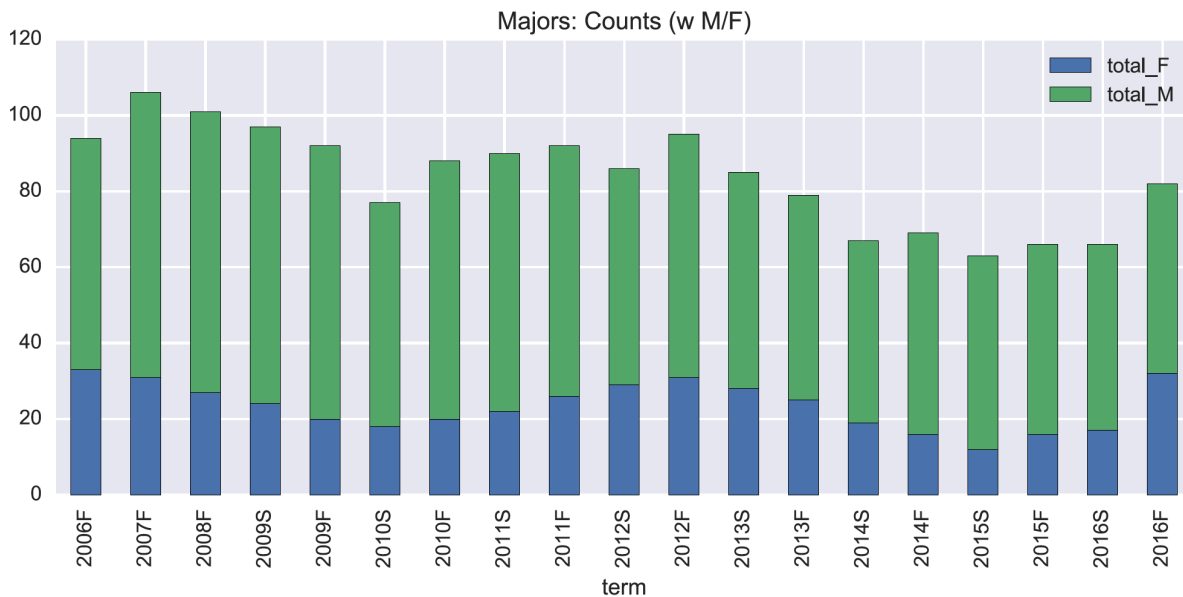




## Major gender

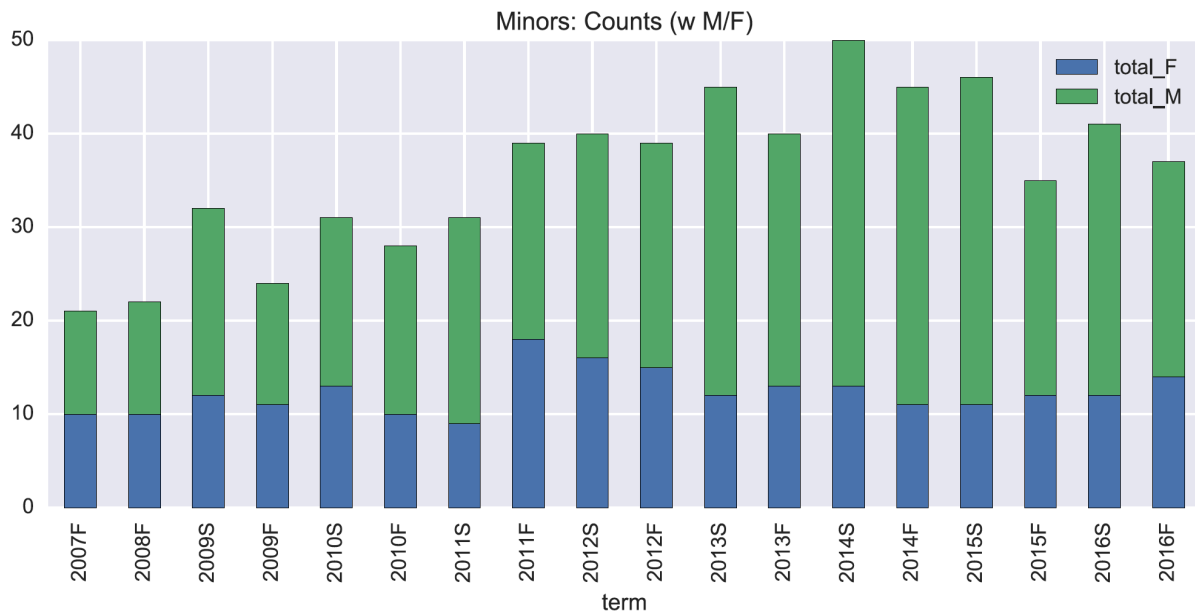
Despite progress on ethnicity, Philosophy remains disproportionately male.

After dropping to a low of 19% (12 students) in Spring 2015, the percentage of female majors has begun to recover. Indeed, between the fall semesters of 2015 and 2016, the number of female majors doubled from 16 (24%) in Fall 2015 to 32 (39%) in Fall 2016.



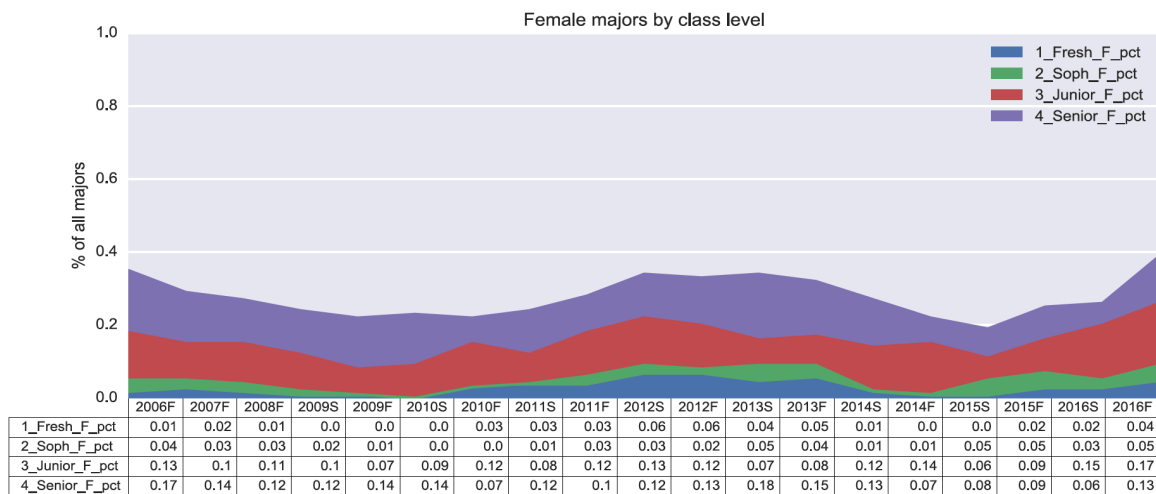
## Minor gender

After bottoming out at 24% (11 students) in Fall 2014 and Spring 2015, the gender imbalance in the minor has similarly attenuated somewhat. Women presently comprise 38% (14 students) of the minor.

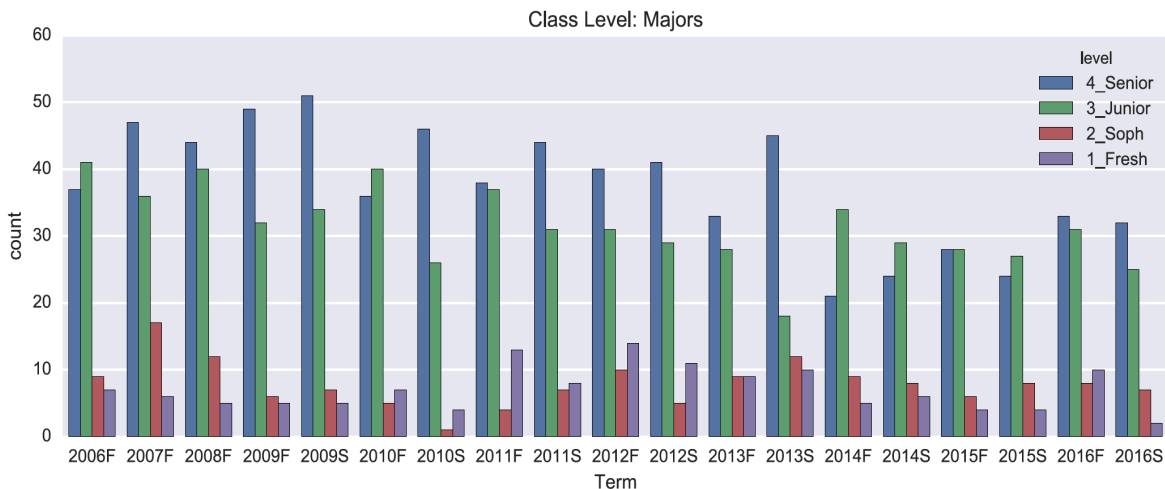


## Barriers

These improvements in the demographics of our students might suggest that the Department's efforts to increase the diversity of the students in its programs are finally paying off. This brings us, however, to another concern. Among the things our Climate Committee has learned is this: almost all our majors are transfer students from community colleges. Thus, the concern is that the diversity of the students in our programs is largely to be attributed to the inclusiveness of community-college programs. Note in this regard that 77% of female Philosophy majors in Fall 2016 were juniors and seniors, with only 23% freshmen and sophomores.



The fact that the vast majority of our majors come to us as transfers is reflected in the percentage of freshman and sophomore philosophy majors at CSUN in Fall 2015. In that semester, only 15.8% of our majors were freshman and sophomores (which is down from 20.2% in Fall 2014). In Fall 2015, there were 6 freshman and 4 sophomore Philosophy majors, with 26 junior and 27 senior Philosophy majors. Almost all of our majors, therefore, spend less time with us than those who begin their college careers at CSUN might.



Because we want to make our major more available and welcoming to freshman and sophomore students, we are beginning to schedule more lower-division courses, especially courses like PHIL 150, Introduction to Philosophical Thought, and PHIL 170, Philosophy and Popular Culture, which we hope will attract and capture the attention of freshman and sophomore students and introduce them to philosophy and to the benefits and delights of Philosophy as a major.

## Part 3. Assessment and Strategic Planning

Our program learning outcomes are as follows:

- [1] Students will develop a critical understanding of the work of central thinkers in the Western philosophical tradition.
- [2] Students will read and comprehend philosophical texts.
- [3] Students will respond critically and analytically to philosophical positions, arguments and methodologies, including positions, arguments and methodologies involved in the investigation of significant issues in epistemology, metaphysics, and value theory.
- [4] Students will defend their own philosophical positions and arguments.
- [5] Students will write well-organized philosophical essays in which they clearly articulate philosophical positions and arguments.
- [6] Students will write well-organized philosophical essays in which they clearly and effectively present and defend their own philosophical positions and arguments.
- [7] Students will apply the basic concepts essential to a critical examination and evaluation of argumentative discourse, where this includes learning how to determine whether an argument is valid and whether it is sound.

### Expected Schedule of SLO Assessment for the Next 6 Years

In the 2016-17 academic year, we plan to participate in the campus-wide assessment of GE critical thinking courses. The methods developed and honed during this campus-wide assessment initiative will likely inform our assessment of SLO 7 in subsequent years. In the 2017-18 academic year, we plan to resume our assessment of SLOs 2-6, and gather documents for future assessment of SLO 1 and SLO 7. In the 2018-19 academic year, and continuing through the 2021-22 academic year, we plan to assess all SLOs simultaneously.

#### A. Assessment Results

We compared student achievement of SLOs 1-6 at the beginning of courses required for the major, i.e. PHIL 201, 202, 350, 352, 355, 360, and 365, to student achievement of SLOs 1-6 at the end of 400-level elective courses. Based on data gathered between 2010 and 2014, we found that there was not significant improvement in student performance between the time they enter the program and the time they leave the program. On the other hand, a majority of our majors enter the Program already demonstrating proficiency or competency with regard to SLOs 1-6. There are a number of possible explanations for these results. Besides flaws in our data-gathering process, which we are addressing in ways that we hope will take care of this potential problem, there is the fact that almost all of our majors are transfers from community colleges, so it might well be that they come to us only after having become proficient at community college in the sorts of skills that are addressed in SLOs 1-6. Moreover, given that most of our majors are transfers, they spend only about two years with us, and that is a short time to make a large impact. There is the additional possible explanation that our majors are a self-selecting group of students who are mostly high-achieving. Since

most high schools do not offer philosophy courses, it is natural that only those who got high marks in their early college philosophy courses would become philosophy majors.

We have also identified some course progression issues in our program, and are discussing how to ensure that students take their capstone course, PHIL 497, as late as possible in their time at CSUN.

We are particularly attentive to the way that our assessment results can be explained by, or perhaps themselves explain, the relative lack of diversity among our majors. Insofar as it is true that our major is mostly a self-selecting group of people that already feel confident in a philosophy class, then this would be related to the fact that it may be harder for women or non-white students to feel comfortable in our classes. To explore this possibility, Professor Robert Gressis has partnered with Professor Debbie Ma of the psychology department to study the possible effects of stereotype threat in our philosophy classes.

In order to make our major more welcoming to freshman and sophomores, as well as to women and underrepresented minorities, we have added a number of new lower-division courses, including PHIL 170, Philosophy and Pop Culture, and PHIL 180, Human Nature and the Meaning of Life, as well as additional sections of popular lower-division courses like PHIL 150, Introduction to Philosophical Thought. We have added a requirement that our majors take at least one course in feminist or non-western philosophy. We also hope that the addition of two new faculty, each of whom has expertise in continental philosophy, will broaden the range of philosophers our students can study and the type of philosophical methods they can practice, in ways that may be attractive to a more diverse range of students.

We have begun a tutoring program in the Department, for which we received a Campus Quality Fee grant in 2016-17. In this program, students hired by the Philosophy Department will serve as tutors for students in our critical-reasoning courses, which have in the past exhibited high D/U/F rates, and for students in our 100-level introductory courses, which focus on developing skills in writing and in reading philosophic texts. Tutors meet with a faculty tutoring coordinator at the beginning of each semester for an orientation session, so that they are better prepared to serve as tutors. During the semester, the faculty tutoring coordinator monitors and supports tutoring activities, maintains close working relationships with tutors, manages the logistical and administrative activities of the tutoring program, supports (with the assistance of the department chair, as needed) any problems or concerns that arise for the program, and ensures that assessment mechanisms are in place and working well. Tutors make themselves available for about four hours a week in the department's Conference Room, where all tutoring sessions are held. Students in the courses we are targeting—critical reasoning courses and 100-level introductory philosophy courses—are told when tutors are available and how they might get in touch with a tutor to make an appointment for a different time. After each tutoring session, both tutors and tutees complete a session-evaluation form, so that the administrators of the program can get feedback about the program and about those participating in it, as well as about how the tutors are performing. These reports will provide a preliminary basis for adjusting and improving the program and for ensuring that tutoring sessions are as helpful as possible. When the semester is over, we will investigate various sources of evidence (the academic achievement of tutors and tutees, the narrative and quantitative results of session-evaluation forms, and so on). We

hope the evidence will indicate an educational benefit for both tutors and tutees. In subsequent semesters, given that there is evidence that the program is doing what we expect it to do, we plan to expand the program so that it hires more tutors and targets additional kinds of courses.

## **B. Assessment Changes**

Between 2010 and 2014 we gathered assessment data by asking instructors to rate their own students on our rubric. In the 2014-15 academic year, we moved to a model in which a committee of volunteers rates a sampling of student work. We hope this improves the integrity of our data. Last year, we moved to using the new Electronic Assessment System (EAS) at CSUN, which allows us to archive student work and which facilitates assigning a random sampling of student papers to assessors. It also allows us to assign a single paper to two assessors, and alerts us when the scores diverge, so we may assign a third. In the future, it will allow us to track the progress of individual students, which is especially valuable if we are mostly looking at students who are already juniors and taking 300-level and 400-level courses at the same time. Since the EAS is new, our department has served as a kind of beta-tester for the technology, and we have worked closely with the CSUN META-Lab on improving and maintaining the system. This should be a benefit to all departments in the University in the future.

We have also held norming sessions to investigate inter-rater reliability. Since our last self-study we developed two rubrics, one for SLO 1 and one for SLOs 2-6. (See the Appendixes to this Self-Study, pages **XX-XX**.) In the last two years we have streamlined these rubrics, making them easier to use. We had previously used pre- and post-tests in PHIL 200 and in PHIL 230 in evaluating SLO 7; however, too little data was gathered to be useful. We offer many sections of these classes, and many students besides our majors take them. Since SLO 7 refers to a specific skill that is taught explicitly in PHIL 200 and PHIL 230, and since this is not something that can be graded subjectively, we think our pass rates in these classes are a good approximation of our student's achievement of SLO 7. Since philosophy majors cannot graduate without passing one of these courses, we know that all those who graduate from our program have achieved SLO 7.

In the 2017-18 academic year, our department will participate in the University's assessment initiative for assessing critical thinking across the disciplines. The new assessment liaison, Professor Robert Gressis, is working with Professor Bonnie Paller, now in the Office of Academic Assessment and Program Review, to develop a methodology for assessing the success of our critical thinking GE courses in Philosophy and in other disciplines. This methodology may become relevant for the way our department assesses SLO 7 in the future.

We plan to move forward with the EAS, which will take a few years to bear fruit. Our new method of assigning each student paper to at least two assessors, neither of whom is the instructor of the course in which the paper was written, means that we cannot gather data as quickly as we did in the years that we had every instructor assessing their own students. We also plan to undertake more specific investigation of individual student progress, which should be possible after a few more years. After a year of testing the system, we are now asking all faculty that teach the relevant courses to make sure their students' work is uploaded

to the EAS every semester. In the 2016-17 academic year, we will begin asking all faculty to participate as assessors, after a year of testing the system with smaller groups.

### **C. Strategic Plan and its Implementations**

We feel that the changes we plan to make, as a result of the things we're learning through our assessment practices, align with the mission of the College of Humanities and with CSUN's mission in at least the following two ways: (1) they will help to increase and promote the diversity of our program, and (2) the changes we plan to make will help to support the University's interest in student success.

First, given the lack of diversity of students in our programs, we mean to use our assessment mechanisms to try to identify factors that might be contributing to this and to try to eliminate those factors. So, for example, we have plans to investigate the potential for stereotype threat in our classes, as well as the potential for other factors that might contribute to the experience of discomfort for some students, including women and people of color. We intend to do all we can to alleviate and eliminate any such factors. We have also taken steps to broaden the range of philosophers our students can study, so as to include Continental philosophers and American Indian philosophers, for example, as well as steps to broaden the type of philosophical methods our students can practice. The curricular changes we've made since our last external review include our having added new lower-division courses (PHIL 170, Philosophy and Pop Culture, and PHIL 180, Human Nature and the Meaning of Life), new upper-division courses (PHIL 333, American Indian Philosophy, and two experimental courses, PHIL 396C, Contemporary Continental Philosophy, and PHIL 396D, Bioethics), and a requirement that our majors take at least one course in feminist or non-western philosophy. We hope that these efforts will help to make our programs attractive to a more diverse range of students and to increase the diversity of the students in our programs. In addition, we hope that the outreach and support we're able to provide through the Department's new tutoring program, which provides academic support for students in order to help them achieve their educational goals and to flourish intellectually, will help to attract a more diverse group of students into our programs. We would like to work with and support as many students as we can, both in the tutoring program and in other aspects of the Department's life. We are committed to making our program welcoming to freshman and sophomores and to women and members of underrepresented communities, and we plan to do all we can, including using our assessment mechanisms, to achieve these goals.

Second, the main outcomes to be achieved by our tutoring program are as follows: (1) To improve the academic achievement of tutees and tutors. (2) To improve the critical thinking skills of tutees and tutors. (3) To improve the subject-specific knowledge of tutees and tutors. Particularly in our critical-reasoning courses, we hope to see fewer Ds, Us, and Fs than we have seen historically; that is, we hope to see improved pass-rates for tutees in those courses. All three of the main outcomes for this program promote the University's interest in student success and, in particular, its interest in the sustained improvement of continuation rates, retention rates, and graduation rates. To support this program, we plan to continue to seek external funding, e.g. Campus Quality Fee grants.

## Part 4. Strengths and Challenges

### A. Strengths

- a. Our most significant recent achievements have come in improving the Department's climate and in beginning to shift and transform its culture. We have made significant strides, we feel, in creating a more inclusive culture and an atmosphere that encourages and supports the full participation of women faculty in the Department. One of the measures the Department has taken in trying to achieve this end is to institute a Faculty Mentor Program, in which current faculty serve as mentors for new faculty. This involves, among other things, mentorship and guidance with regard to the retention/tenure/promotion process, to understanding who our students are and what they're like, to the use of the technology we're compelled to use at CSUN (e.g. Moodle), to balancing one's professional life with one's personal (or non-professional) life, to strategies for finding time for research and service, to concerns about CSUN and CSU policy, and to faculty governance and the organization of the university.
- b. Since the 2013-14 academic year, we have also been working to address a persistent lack of diversity among Philosophy majors. Our Department's efforts to study and address these problems led to the formation of an *ad hoc* Climate Committee, which is now collecting data and discussing strategies, based on analyses of that data, that we hope will lead to a more diverse student population in our Program and to a greater number and proportion of women in our Program. The addition of two new faculty, Professors Sarah Hansen and Robin Muller, each of whom has expertise in continental philosophy, will broaden the range of philosophers our students can study and the type of philosophical methods they can practice, in ways that may be attractive to a more diverse range of students.
- c. The Department is committed to student success. We want to provide an engaging learning experience for our students, to cultivate a comfortable and welcoming environment in which they can have such an experience, and to support them in any way we can as they learn and grow.
  - i. We hope to promote student success in and through our curriculum, where since the time of our last external review we have added new lower-division courses (PHIL 170, Philosophy and Pop Culture, and PHIL 180, Human Nature and the Meaning of Life), new upper-division courses (PHIL 333, American Indian Philosophy, and two experimental courses, PHIL 396C, Contemporary Continental Philosophy, and PHIL 396D, Bioethics), and a requirement that our majors take at least one course in feminist or non-western philosophy.
  - ii. We have also reinstated the position of Academic Advisor in the Department, now using a part of the Department's own budget to fund reassigned time for this position. This is crucial for our continued efforts to assist students with academic advisement and career guidance, allowing us to advise our students directly and to have those who are most familiar with our Program guide our students through it. We feel that there are many opportunities for all our faculty when it comes to mentoring and, in an effort to encourage student engagement and to promote the



- shared value of collaboration, we embrace these opportunities and welcome the leadership and support of our own Academic Advisor.
- iii. The Department is proud of its assessment-related activities and of its accomplishments in this area. We continue to pursue innovations in assessment and to use the results of our assessment activities to improve our program and to help our students succeed.
  - iv. We have begun a tutoring program in the Department, for which we received a Campus Quality Fee grant in 2016-17. In this program, students hired by the Philosophy Department serve as tutors for students in our critical-reasoning courses, which have in the past exhibited high D/U/F rates, and for students in our 100-level introductory courses, which focus on developing skills in writing and in reading philosophic texts. We want to nurture our students' talents for independent and critical thinking. We would like to work with and support as many students as we can. To that end, we continue to prioritize increasing the number and diversity of philosophy majors and minors at CSUN, and providing support for students in order to help them achieve their educational goals and prosper academically.
- d. The Department strives to foster a healthy and thriving scholarly community. Most faculty in the Department are highly active in professional research and scholarship and are eager to cultivate scholarly interaction and collaboration, both within the Department and with philosophers from outside the CSUN community. We would be remiss if we did not take the time to mention here that Professor Takashi Yagisawa won CSUN's Preeminent Scholarly Publication Award in 2016 for his book *Worlds and Individuals, Possible and Otherwise* (Oxford University Press, 2009) and related work. Successes like Professor Yagisawa's give us reason to believe that the intellectual atmosphere in the Department is a supportive and healthy one.
- i. Working in an environment that concentrates on teaching and that experiences persistent fiscal limitations, the Department offers as much support as it can for the scholarly activities of its faculty. The College allocates to each tenure-track and tenured faculty \$1,000 per year for professional travel and, given that some faculty incur more than \$1,000 per year in travel expenses, the Department has lately been supplementing the College's travel allocation out of its own budget.
  - ii. The health of the intellectual environment in the Department depends on its faculty having the time to invest in research, writing, and other scholarly activities. In addition to sources of reassigned time that are available from outside the Department—sources such as sabbaticals, the College of Humanities Faculty Fellowship, the College of Humanities Research Fellowship, and CSUN's Research, Scholarship and Creative Activity Awards—the Department has lately been funding from its own budget nine or more units of reassigned time for faculty research, which amounts in practice to using three weighted teaching units, for each of three tenure-track or tenured faculty, for research rather than for instruction.
  - iii. Each year, the Department hosts a number of speakers from outside the CSUN philosophical community, which gives us a chance to interact and engage with all sorts of work that's being done in philosophy in Southern California and nationally. The Department also hosts intradepartmental colloquia, which gives us

- the chance to discuss our colleague's work in ways that we aren't able to do when meeting and chatting in the halls. These colloquia, as well as those featuring scholars from outside CSUN, are two-hour sessions, starting with a forty-five- to fifty-minute presentation by the speaker, who usually presents a work-in-progress, and concluding with a question-and-answer period that lasts roughly one hour.
- iv. Each semester since Fall 2015, as well as in the summer of 2016, the Department has supported at least one reading group, where faculty get together to engage in open-ended discussion of the book or set of essays that each semester's reading group selects. The group then convenes once every two or three weeks, for 90 minutes to two hours, to discuss the selected reading.

## **B. Challenges**

- a. One of our main challenges as a Department is to promote and support the diversity of our programs. While we have made some significant strides in this area, we must continue to do all we can to make progress in eliminating the racial, ethnic, and gender disparities between the demographics of the students in our programs and the demographics of the student populations of the College of Humanities and the University. The Department will continue to do all it can to foster a supportive, safe, and friendly space where students, faculty, and staff can openly discuss issues related to gender, diversity, and discrimination. And we will continue to search for solutions, both within the Department and in collaboration with other groups that are committed to increasing diversity in their disciplines.
- b. The Department's tenure-track/tenured faculty is much more diverse now than it was at the time of its last external review. In particular, the Department has hired a woman in each of its last four hires. And Philosophy, both as a profession and at CSUN, has more work to do. Here too the Department will continue to do all it can to make tenure-track hires that increase the diversity of its faculty, both in terms of gender and of racial and ethnic background, and in terms of philosophical expertise. There is the potential here in Philosophy at CSUN to have one of the most diverse tenure-track faculties and one of the richest and most diverse curriculums in the nation.
- c. The Department needs to develop effective strategies for retaining students in its programs from their first years to their second years. We need strategies in particular for improving the retention rates of first-time transfer Philosophy majors. During the period 2005–2014, there were a total of 179 first-time transfer philosophy majors at CSUN. Of these, 132 continued for a second year at CSUN. This is a 73.7% continuation rate for first-time transfer Philosophy majors for 2005-2014. The continuation rate for first-time transfers at CSUN is 82.9%, while the continuation rate for first-time transfers in the College of Humanities is 84.9%. This suggests that Philosophy has some work to do in order to catch up both to the University and to the College.
- d. The Department needs to develop effective strategies for recruiting CSUN's freshmen and sophomore students into its programs, and especially into the Philosophy major. In Fall 2015, only 15.8% of our majors were freshman and sophomores (which is down

from 20.2% in Fall 2014). In that semester, there were 6 freshman and 4 sophomore Philosophy majors, with 26 junior and 27 senior Philosophy majors. In the interest of making our programs more attractive to freshman and sophomore students, we are beginning to schedule more lower-division courses, which we hope will capture the attention of freshmen and sophomore and help to usher them into Philosophy as a major. But there is undoubtedly more that we can do here.

## Part 5. Discussion of the Previous Memorandum of Understanding

### Reviewers' Recommendations

1. The Department needs to address the concern that there is not enough emphasis on the Continental tradition in European philosophy. In particular, the Department should consider developing the curricular means to focus more attention on historical and contemporary European thought.

**Commentary:** The Department feels that it has taken steps to address this concern. We recently hired two tenure-track faculty, Professors Sarah Hansen and Robin Muller, each of whom has expertise in Continental philosophy. Moreover, we have developed and taught, in Fall 2016, a course called Contemporary Continental Philosophy (PHIL 396C). In general, we feel that our curriculum now covers our discipline much more broadly than it did at the time of our last review. In addition to PHIL 396C, we have added upper-division courses in American Indian Philosophy (PHIL 333) and in Bioethics (PHIL 396D). And there is more to do in this regard, of course. The Department, under the leadership of its Curriculum Committee, is developing and/or considering developing courses in the Philosophy of Race, Critical Theory, North American Philosophy, and Africana Philosophy.

2. The Department should continue its current initiatives to assist student in academic advising and career guidance.

**Commentary:** The Department's Academic Advisor, Associate Chair, and Chair are all available to students, both in person and by e-mail, on a regular basis throughout the year, including the January intersession and much of the summer. The Academic Advisor is the Department's chief source of information and advice on the curriculum in Philosophy and on its programs. Every member of the Department's faculty plays a role in mentoring our students—our majors and minors, as well as those students who take our classes but who are neither majors nor minors—and helping them to succeed at CSUN. The College of Humanities Student Services Center/Educational Opportunity Program (SSC/EOP) helps in the advisement of majors in several ways. Majors turn to the SSC/EOP for advice on curricular matters that fall outside the Academic Advisor's purview, matters having to do, for example, with the intricacies of the University's General Education requirements.

3. The Department should continue support for the Center for Ethics and Values and the Center for Sex and Gender Research. These important efforts support the overall University mission by helping to address contemporary social concerns.

**Commentary:** The College and the Department, working within their budgetary constraints, work to find resources for funding events in the Center for Ethics and Values and to develop a plan for hosting those events. This semester, Spring 2017,

under the leadership of Professor Kristina Meshelski, the Center is planning two events—a talk by Amy Reed-Sandoval (University of Texas at El Paso) on April 19<sup>th</sup>, and a talk by Aaron James (UC Irvine) on May 3<sup>rd</sup>.

4. The Faculty should continue its “brown bag” seminar series, which focuses primarily on pedagogical issues such as the development of students’ oral and written communication skills, critical thinking, and the effective reading of philosophic texts.

**Commentary:** We feel that our “brown bag” seminar series, which brings us together to discuss pressing pedagogical issues, has helped us to become better teachers of philosophical writing, for example. We have every intention of continuing this series. We feel that the conversations that take place in and around these “brown bags” promotes student success, in that they push us to think about what we’re doing in the classroom, what we *want* to be doing in the classroom, and whether our pedagogical strategies are effective in helping students reach the objectives that we’ve set for our courses.

5. The Faculty should continue to promote student-faculty interaction and provide opportunities for students to offer feedback to faculty and the Department.

**Commentary:** The Department endeavors to keep students involved in the affairs and activities of the Department through the Student Philosophical Society, our student-run philosophy club, and its faculty advisor, Professor Abel Franco, who serves as the liaison between Society members and the Department. The Department also notifies students in its programs of opportunities that are relevant to their interests, and it maintains open lines of communication with students about matters that are important to them, including the Department’s curriculum and its affairs and activities.

6. The Department and College should continue to address problems of gender discrimination. In particular, they should sustain their efforts to make the atmosphere more conducive to the full participation of women. [Understanding: The Dean points out that the Department has taken steps to address these issues, given the continued dominance of men on the discipline. The two recent hires [Kristina Meshelski and Julie Yoo] are women. The Department is working to create a more inclusive culture and an atmosphere more conducive to the full participation of women faculty, staff, and students.]

**Commentary:** The Department feels that it has made significant strides in creating a more inclusive culture and an atmosphere that encourages and supports the full participation of women faculty in the Department. One of the measures the Department has taken in trying to achieve this end is to institute a Faculty Mentor Program, in which current faculty serve as mentors for new faculty, which involves, among other things, mentorship and guidance with regard to the retention/tenure/promotion process, to understanding who our students are and what they’re like, to the use of the technology we’re compelled to use at CSUN (e.g. Moodle), to balancing one’s professional life with one’s personal (or non-professional) life, to strategies for finding time for research and service, to concerns about CSUN

and CSU policy, and to faculty governance and the organization of the university. We will continue to do all we can to make the atmosphere in the Department more conducive to the full participation of women.

7. The Department should continue its efforts to address issues of diversity with respect to faculty, students and curriculum. [Understanding: A new curriculum package is being guided through approval which will address some of these issues.]

**Commentary:** At least since the 2013-14 academic year, the Department has been working to address the persistent lack of diversity among students in its programs. The Department's efforts to study and address these problems in a systematic way led to the formation of an *ad hoc* Climate Committee, which is charged with ensuring that the Department is supporting and maintaining a thriving academic climate for women and underrepresented groups. The Committee collects and analyzes data in order to determine, as well as it can, how good a job the Department is doing in recruiting, retaining, and encouraging the full participation of women and underrepresented groups in its major, in its minor, and among those who take our classes but who are neither majors nor minors. We mean to continue this valuable and crucial work in each and every way we can. (We say more about this issue, in terms of diversity with respect to *faculty*, in 4.B.b. above. And we say more about this issue, in terms of diversity with respect to *curriculum*, in 5.1. above.)

8. The Chair should consider how best to address student requests to be more involved in curriculum development and Department affairs. The students expressed interest in committee work and other Department activities.

**Commentary:** Please see the remarks in 5.5. above.

9. The Department, College and University should continue to seek internal and external resources to give faculty sufficient reassigned time to pursue their research interests. Such investments will help maintain the Department's reputation, keep faculty engaged and inform curriculum with the latest developments in philosophy.

**Commentary:** We continue to seek internal and external resources for giving faculty reassigned time to pursue their research interests. Doing this helps to maintain the department's reputation, helps to keep faculty engaged, and helps to inform curriculum with the latest developments in philosophy. The Department has an established practice of funding from its own coffers about nine units per semester of reassigned time for research (see 4.A.d.ii. above.) The Department also has an established practice of supplementing the funds available from the College for academic travel (in order, for example, for faculty to present their work at conferences). The Department has every intention of continuing these practices. The Department supports the dissemination of its faculty's scholarly work in other ways as well. One of the most important ways we have of supporting our scholarly efforts, which are directed toward presenting our work at conferences or in peer-reviewed journals or other outlets for publication, is by discussing our work together in

**intradepartmental colloquia, to which our tenured and tenure-track faculty are invited. We collaborate in these and other less formal ways in an effort to support the Department's scholarly activities.**

10. The Department, College and University should continue to seek support for additional hires, including those who may help in the development of an academic focus on historical and contemporary European thought. [Understanding: The Department's current strategic plan includes hiring faculty in this academic focus and, more generally, faculty who work outside the Western analytic tradition while nevertheless maintaining a connection with that tradition.]

**Commentary: The Department continues to seek to diversify its faculty through new hires whenever possible. As noted above, the Department's tenure-track/tenured faculty is more diverse now than it was at the time of its last external review, having hired a woman in each of its last four hires. Each of the Department's two newest tenure-track hires has expertise in Continental philosophy, which will broaden the range of philosophers our students can study and the type of philosophical methods they can practice. The Department is strongly committed to continuing to do all it can to make tenure-track hires that increase the diversity of its faculty, in terms of gender, racial and ethnic background, and philosophical expertise.**