

Program Performance Review Philosophy Department, CSUF 2012-2013

§I Department Mission and Goals

- A. *Briefly describe the mission and goals of the unit and identify any changes since the last program review. Review the goals in relation to university mission, goals, and strategies.*

Our previous program review, in 2005-06, reported the following mission and goals for the Philosophy Department:

1. To advance an understanding of and appreciation for the importance and value of well-founded knowledge and rigorous intellectual inquiry.
2. To develop and promote argumentative and analytic skills essential for good reasoning.
3. To examine and critically assess normative standards governing social relations, practices, and institutions, including a wide range of human activities dependent upon value judgments.
4. To deepen and encourage students' understanding and life-long pursuit of the uniquely reflective activity of philosophical inquiry.

In December 2012, our department approved a strategic plan (see Appendix VI for full strategic plan). While we all still endorse the 4 goals above, we thought it would be useful to develop pointed and specific goals for the next seven years. The goals that we enumerate in our strategic plan (see below and Appendix VI) should be understood as helping to attain the 4 goals above. They do not conflict with our prior goals; rather, they are achievable, measurable steps toward attaining those goals. All of the goals in our strategic plan are listed below. For brevity's sake, we only list some of the key initiatives. For a complete list of the initiatives specific to each of these goals, see Appendix VI.

- I. Goal: Support Excellence in Faculty Teaching and Student Learning
- II. Goal: Support Excellence in Faculty Research and External Grant Activity
 - A. Maintain a 3-3 teaching load in the Philosophy Department for Tenured/Tenure-track faculty.
 - D. Hold two FullPhil research conferences before 2020.
- III. Goal: Recruit and Retain a Highly Qualified and Diverse Faculty and Staff
 - A. Faculty Recruiting:
 1. Hire tenure-track faculty in accordance with slow, steady growth.
 2. Replace tenured/tenure-track faculty as needed.

3. Hire one new tenure-track faculty member before 2019, given that the hire is supported with sufficient budget and increase in FTEF.
 4. Areas of need for a new tenure-track hire include: history of philosophy, or metaphysics and epistemology, or ethics and applied ethics, or logic and critical thinking.
- B. Hiring Staff
1. Immediately secure funding for ASA-II position that was suspended in July 2012.
- IV. Goal: Evaluate the current Philosophy Curriculum
- A. Philosophy Major:
1. Decide whether logic should be required for the Philosophy Major (2013-2014)
 2. Evaluate the Concentration; should we hire to support it? (2015-2016)
- V. Goal: Support Excellence in Undergraduate Research
- A. Provide opportunities to select Philosophy Majors to comment on papers of professional philosophers at the annual Symposium. Work with students on their comments 1-on-1 (annually)
- B. Provide funding for select Philosophy Majors to present their work at conferences and/or attend philosophy summer workshops (e.g. Rutgers; Penn State; Colorado)
- C. Secure funding for collaborative Student-Faculty research projects
- VI. Goal: Create Opportunities for Collaborative Activities for Faculty, Students, Staff, Alumni and the Community
- A. Host the Philosophy Symposium (annually Spring)
1. Invite alumni to participate in the alumni panel at the Symposium (annually Spring).
 2. Host an alumni luncheon at the Symposium (annually Spring).
- B. Integrate knowledge with ethics and citizenship skills: Philosophers Volunteer! (pilot in Fall 2014). Work with the volunteer center and any interested Philosophy faculty, students, staff, and alumni to participate in a community project together.
- C. Do a survey of our alumni (We are grateful to the College of H&SS for doing this survey. 2012-2013)
- VII. Goal: Promote Student Success
- A. Ensure that students of various ethnicities and genders are well served:
1. Establish a departmental committee to evaluate ethnicity and gender in the Major and Minor. Completed: Spring 2012.
 2. Get data on diversity of Philosophy Majors/Minors at CSUF (annually).

3. Discuss initial data on diversity of Philosophy Majors/Minors at CSUF (2012-2014)
 4. Get data on diversity of Phil Majors/Minors at other CSU's and UC's (2014-2015)
 5. Do research on diversity of Phil Majors/Minors at other institutions (2015-2017)
 6. Do an analysis, evaluating diversity of CSUF Phil Majors/Minors (2017-2018).
 7. Secure funding to support faculty labor in analyzing diversity in the Major/Minor.
- B. Placement:
1. Provide students with Internships, through the Concentration (annually).
 2. Hold a careers in business for philosophy majors panel discussion (completed: Spring 2012; and twice more before 2020)
- C. Retention:
1. Identify “gatekeeper” courses in which retention rates are lower (2013-2014).
 2. Secure funding for learning communities and/or supplemental instruction for such courses. (2013-2014)
 3. Do initial analysis of data on length of time to graduation in the Philosophy Major (2012-2013)
 4. Get data on length of time to graduation in other Majors at CSUF (2013-2014)
 5. Get data on length of time to graduation in the Phil Major at other CSU's and UC's (2014-2016)
 6. Evaluate data on length of time to graduation in the Philosophy Major at CSUF (2016-2018)
 7. Secure funding to support faculty labor in analyzing retention (ASAP)
- VIII. Goal: Assess Student Learning in the Major
- A. Assessment¹:
1. Continue to conduct Critical Thinking/Critical Writing Assessment (annually)
 2. Continue to conduct Knowledge Assessment (every other year)
 3. Continue to conduct Global Awareness Assessment, which measures our ability to promote a global perspective. Initiated Spring 2012. (every other year)

¹ The Philosophy Department's Learning Goals are unchanged from our 2005-06 review. For a short summary of our Knowledge Outcomes, Critical Thinking Outcomes, Writing Competency Outcomes, and Social and Global Awareness Outcomes, see Appendix VI.

- 4. Immediately secure funding to support faculty labor on assessment (ASAP).
- B. Do a survey of our alumni (College of H&SS 2012-2013)
- C. Keep data on Phil Major and Minor Internships (begin Fall 2014)
- IX. Goal: Integrate Advances in Information Technology into Learning Environments
 - A. Website:
 - 1. Launch the Omni website for the Department. Completed: Spring 2012.
 - 2. Update the website (annually)
 - B. Consider participation in CSU on-line (Phil 312).

The following table, Table 1.1, demonstrates that the Philosophy Department's Goals are applications of CSUF's Missions and Goals.² One should expect that as a University, CSUF will have some responsibilities and goals that individual departments do not (as an analogue, consider responsibilities and goals of the federal government as compared to those of individual cities); and that individual departments will have some responsibilities and goals that the university as a whole does not.

Table 1.1

CSUF Goals and Initiatives	Philosophy Department Goals and Initiatives
G1 I1: Establish Environment where Learning and Creation of Knowledge are Central	Goal 1: Support Excellence in Faculty Teaching and Student Learning Goal 2: Support Excellence in Faculty Research and External Grant Activity
GI I2: Integrate teaching, scholarship, and the exchange of Ideas	Goal 5 Initiative A: Provide opportunities to Phil Majors to comment on papers at Phil Symposium
G1 I3: Assess Student Learning	Goal VIII: Assess Student Learning in the Phil Major
G1 I5: Recruit and Retain a highly-qualified diverse staff and faculty.	Goal III: Recruit and Retain a Highly Qualified and Diverse Faculty and Staff
G1 I7: Integrate IT into learning environments	Goal IX: Integrate Advances in IT into Learning Environments
G2 I2: Integrate knowledge with the	Goal VI Initiative C: Integrate

² The Department understands that CSUF is in the process of developing a new strategic plan, and that accordingly, some of CSUF's goals may undergo revision. The CSUF goals listed above are posted on the CSUF website as of January 2013.

development of values, professional ethics, and the citizenship skills necessary for meaningful student contributions to society	knowledge with ethics and citizenship skills: Philosophers Volunteer!
G2 I4: Provide experiences that attend to culture, ethnicity and gender and promote a global perspective.	Goal VII Initiative B: ensure that students of various ethnicities and genders are well-served Goal VIII Initiative A3: continue to conduct global awareness assessment that measures ability to promote a global perspective
G2 I7: Provide opportunities to learn through internships	Goal VII Initiative C1: provide students with internships through the Concentration
G3 I1: Support faculty research and grant activity	Goal II: Support Excellence in Faculty Research and External Grant Activity
G3 I2: Encourage departments to create a culture conducive to scholarship	Goal II: Support Excellence in Faculty Research and External Grant Activity
G3 I4: Cultivate student and staff involvement in faculty scholarship	Goal V Initiative D: secure funding for collaborative student-faculty research projects Goal VI: Create opportunities for collaborative activities for faculty, students, staff, alumni, and the community
G 4 I1: create opportunities for collaborative activities for students, faculty and staff	Goal VI: Create opportunities for collaborative activities for faculty, students, staff, alumni, and the community
G5 I2: ensure that students of varying age, ethnicity, culture, academic experience, and economic circumstances are well served	Goal VII Initiative B: ensure that students of various ethnicities and genders are well-served
G5 I3: facilitate a timely graduation through retention, advisement, etc.	Goal VII: Promote Student Success
G6 I2: strengthen links with our alumni	Goal VI Initiative A2: Invite alumni to participate in alumni panel at Phil Symposium Goal VI Initiative A3: Host alumni luncheon at Phil Symposium Goal VI Initiative D: Do a survey of

	our alumni (H&SS 2012-13)
G7 I4: value alumni as valued participants in the university	Goal VI Initiative A2: Invite alumni to participate in alumni panel at Phil Symposium Goal VI Initiative A3: Host alumni luncheon at Phil Symposium

B. Briefly describe the changes and trends in the discipline and the response of the unit to such changes. Identify if there have been external factors that impact the program.

The Philosophy Department has been ahead of the curve with respect to two trends in the discipline. (1) Globalization and Asian Philosophy. Philosophy Departments are increasingly adding courses, and hiring experts, on Asian Philosophy. Our Department has had an expert on Asian Philosophy, Craig Ihara, for decades. Craig Ihara is now emeritus. We currently have two experts in Asian Philosophy: JeeLoo Liu, and Ryan Nichols. (2) Pluralism with respect to Analytic and Continental Philosophy. During the twentieth century, there were few Philosophy departments nationwide that supported both analytic and continental Philosophy. (Philosophy departments at Catholic Colleges are the notable exception.) Bucking that trend, our department had multiple experts in Analytic Philosophy, and two experts in Continental Philosophy (Shari Starrett and Mike Russell). We have now strengthened our expertise in Continental Philosophy. We have four experts in Continental Philosophy: Shari Starrett, Matthew Calarco, Emily Lee, and Brady Heiner (Russell is now emeritus).

There is a current trend in Philosophy, which our department has enthusiastically embraced. Philosophy Departments across the country are finally beginning to strategize about how to eliminate the gender gap in our discipline. Nationwide, and internationally, numbers of female philosophers lag behind numbers of female faculty in other disciplines in the Humanities and Social Sciences. Sadly, our numbers are closer to those in the hard sciences. It should be noted that since 2006, at least 50% of the full-time Philosophy faculty at CSUF have been women. Our department has created a Climate Committee to ensure that students of all genders and ethnicities are well-served by the Philosophy Major.

External factors that impact the program have largely done so in a positive way. In addition to the trends in the discipline above, the main external factor that has positively impacted the program is the number of highly-qualified Philosophy PhD's looking for

jobs. This has helped us recruit highly-qualified faculty. Since our last review, 6 new faculty have joined the Department.

Of course, budget cuts have negatively impacted the Department, the College, and CSUF as a whole.

C. Unit's priorities for the future.

Our priorities for the future include:

Goal II Initiative A: Maintain 3-3 teaching load for tenured/tenure-track faculty.

Goal III: Recruit and Retain a Highly Qualified and Diverse Faculty and Staff

Goal V: Support Excellence in Undergraduate Research

Goal VII: Promote Student Success

Goal II Initiative A: Maintain 3-3 teaching load for tenured/tenure-track faculty.

During the previous period of review, 1999-2006, the T/T-T faculty in the Philosophy Department taught a 4-4 load. In Fall 2005, the Department moved to a 3-3 load, with the support of then Dean, Tom Klammer, and then VPAA, Ephraim Smith. We moved to a 3-3 load because our environment and culture did not support research. We also risked losing two new hires to jobs at other universities.

The table below, Table 1.2, compares the number of publications the Department reported in its last review, during which time it was on a 4-4 load, to the number of publications it has generated 2006-present.

Table 1.2

Outputs	Raw Data 4-4 Load 1999-2006	Raw Data 3-3 Load 2006-present	Per Capita (7 faculty)	Per Capita (10 faculty)
Books	6	15	.85	1.5
Articles	31	92	4.4	9.2
Journal Issues	1	2	.1	.2
Reviews, etc.	0	26	0	2.6
External Grants	0	6	0	.6

These data demonstrate that the department, during the last seven years, has dramatically increased its rate of publication. We have nearly doubled the number of **books** written

per capita; we have more than doubled the number of **articles** written per capita. If the previous PPR counted reviews as articles (we do not know whether it did), then we have nearly tripled the number of articles written per capita. **This means that, on average, each Philosophy faculty member is producing more than one published article per year.** Of particular importance are the 6 **external grants** attracted: 5 from the Templeton Foundation, and 1 from the Spencer Foundation, for a total of **\$165,200**. Very few Philosophy departments, across the country, have similar track records of attracting external funding.

The 3-3 load is a necessary condition for this rate of success in publication and external grant support. Without the 3-3 load, we would not have time to publish at this rate, or write grant proposals. Nor would we have been able to attract, or keep, the high-quality faculty who are able to publish at this rate, and attract grants. The 3-3 load is an essential component of our success as a department.

Goal III: Recruit and Retain a Highly Qualified and Diverse Faculty and Staff

The Philosophy Department plans to hire in accordance with slow and steady growth, provided that such hires are supported by FTEF and budget. Areas of need include the history of philosophy, and applied ethics. The department plans to revise its Concentration, which focuses on applied ethics, and will seriously consider hiring to support and expand it.

Goal V: Support Excellence in Undergraduate Research

The Department is thrilled that the College has focused some of its energy on supporting undergraduate research. Every year, select Philosophy Majors give comments on the papers of professional philosophers at our symposium. Those students are doing philosophical research, and working directly with faculty advisors in the Philosophy Department, and with the speakers at the Symposium. The Philosophy Department has also supported student travel to student-research conferences and workshops at, e.g., Rutgers, Penn State, and U Colorado. We look forward to continuing, and with additional funding, expanding our support of student research.

Goal VII: Promote Student Success

There are four areas of student success that especially interest us.

- (1) We have created a Climate Committee which will gather data and suggest strategies for ensuring that students of various genders and ethnicities are well-served by the Phil Major.
- (2) Providing students with Internships, through the Concentration.
- (3) Working with the career center, and hosting ‘careers in business for philosophy majors’ panel discussions (completed: Spring 2012; and twice more before 2020). We have just now received a draft of our alumni survey report from the H&SS Dean’s office, on 1.31.13 (one day before this report is itself due). We

are grateful to the Dean's office for funding the alumni survey, and for generating the alumni survey report. We will plan to comment on it in our next PPR report; but a preliminary read indicates that approx. 67% of survey respondents indicated that they have been employed since graduating from CSUF; with approx. 33% looking for work (and 50% of those respondents still in school). We hope that our recent efforts in working with the career center, and arranging for internships, will help students find jobs after graduating.

(4) We plan to accumulate and evaluate data on Retention and Graduation Rates. The current data on graduation rates is scant.

D. Special Sessions

The Philosophy Department regularly offers courses in Intersession and Summer Session. We offer on average 3 courses every Intersession. Courses offered include: Phil 106 Intro to Logic; Phil 312 Business Ethics; Phil 320 Contemporary Moral Issues; Phil 325 Phil Sex & Love; Phil 349 Phil Lit and Cinema. We plan to continue to offer a minimum of 2 courses every intersession. Those courses are likely to be drawn from: Phil 312; Phil 325; Phil 105; Phil 106. All of these are GE courses.

We offer on average 4-5 courses every Summer Session. Courses offered include: Phil 100 Intro; Phil 105 Critical Thinking; Phil 106 Intro to Logic; Phil 312 Business Ethics; Phil 320 Contemporary Moral Issues; Phil 325 Phil Sex & Love. We plan to continue to offer a minimum of 4 courses every summer. Those courses are likely to be drawn from: Phil 100; Phil 312; Phil 325; Phil 105; Phil 106. All of these are GE courses.

The Philosophy Department has offered Phil 312 on-line during intersession. This is a new delivery mode. We hope to join CSU on-line with Phil 312. We are also committed to offering Phil 100 in the Summer Bridge Program. This gives us the opportunity to teach a population of students who are 'at risk'. We are honored to be part of the Summer Bridge program.

'Goal IV: Evaluate the Current Philosophy Curriculum' includes developing common learning goals for Phil 100, Phil 105, and Phil 106, all of which are offered in Intersession and Summer. The Philosophy Department is also willing to work with the GE committee to assess Phil 105 and Phil 106, both of which meet the Critical Thinking requirement, provided that this work is funded and incentivized.

The Philosophy Department does not offer any self-support courses.

§II Program Description

The Department of Philosophy at California State Fullerton distinguishes itself as a center for excellence in teaching and research. Representing our track record of teaching excellence are:

(1) Our Departmental mean averages on SOQ question 15 (overall assessment of the instructor's teaching of this course) from Fall 08 through Spring 12 (this includes data for every Fall and Spring term available on-line): 3.44; 3.53; 3.25; 3.35; 3.37; 3.08; 3.35; and 3.45. Accordingly, the average, for the last four years is: 3.35. We welcome comparison with other departments in H&SS and other departments around the university. (We do not have access to such data.) Our approved department personnel standards state: "with respect to the results of student opinion forms, competence in teaching philosophy shall be defined as having achieved a combined 90% A, B and C response, of which 40% are A and B responses, to question #15 which relates to the student's overall assessment of the instructor. Statistical summaries of student responses that exceed this level such that a combined 70% are A and B responses shall be an indication of a high level of competence in teaching philosophy." In all of the above semesters, the Philosophy Department summaries demonstrated high teaching competence.

(2) Teaching in our Department has gained national recognition (see "Habits of Mind: Lessons for the Long Term" *Chronicle of Higher Education* Oct 12, 2012.)

(3) A preliminary read of our Alumni Survey Report indicates that 84.6% of alumni respondents rated quality of faculty instruction as 'good' or 'outstanding'. With respect to specific facets of perceived quality of faculty,
94.7% rated faculty preparation for class as 'good' or 'outstanding';
94.7% rated faculty knowledge of their fields as 'good' or 'outstanding';
92.1% rated the faculty's ability to communicate as 'good' or 'outstanding', etc. (See Appendix VI.)

The number of Majors and Minors in the Philosophy Department is currently 150. Our 2005-06 review reports 98 majors and 25-40 minors. The increase in numbers of Majors/Minors is also a testament to successful classroom teaching.

Our research excellence since the previous program performance review is represented by the following publications: (1) 15 books; (2) journal issues; (3) 92 articles; (4) 26 reviews; (5) 6 external grants, totaling over \$165,000; and (6) over 160 conference presentations. In contrast, our 2005-06 PPR reported: 6 books and 31 articles. Please see Table 1.2 above. We welcome comparison with publication data from other departments in H&SS and around the university that regularly teach 3 courses/term. It should be noted that almost all of the publications above are single-authored. Co-authoring is relatively uncommon in the discipline of Philosophy. (Some of our PT faculty also regularly produce high-quality publications; notably Graham McFee and Gary Jason. Those publications are not included in the totals above).

A. Identify substantial curricular changes in existing programs, new programs (degrees, majors, minors) developed since the last program review. Have any programs been

discontinued?

The curricula for the major and for the minor in Philosophy have been revised since our 20-5-06 program performance review. Changes are described and discussed below. These comments divide between alterations to the structure and content of the major, the minor, and the concentration. The Major continues to be 39 units; the Minor 21 units.

Alterations to the structure and content of the major (39 units)

Student difficulties understanding the major’s and the minor’s requirements, getting quality advising from faculty, and challenges with completion of student Titan Degree Audits prompted **structural** changes to the major and minor. A new classificatory system for categories of required coursework represents the principal **structural** change to the representation of the requirements of the major to students. Previously the CSUF Course Catalog described the required areas of coursework within the major using terms such as ‘The History of Philosophy before 1900’, ‘Additional History of Philosophy Requirement’, ‘Other Course Requirements’. The 2010-11 Curriculum Committee, under advisement of the department, determined that offering students a streamlined set of major requirements will solve the problems mentioned above. The contents of the new classificatory system contain few substantive changes (see below), instead representing requirements for the major in terms of Categories 1-5. In addition, the ‘Ethics’ sub-area of required coursework is now titled ‘Ethics and Society’. See Table 2.1, Structural alterations to major.

Table 2.1: Structural alterations to major

	2007		2013
Required Courses	290 Greek 300 Early Modern 301 Kant & 19 th 315 Writing	Category 1 Core	290 300 301 315
Required Areas	History (6 units) Ethics (3) Metaphysics &	Categories 2-4	2: History (6 units) 3: Contemporary (9)

	Epistemology (3) Seminar (3)		4: Seminar (3)
Elective Courses	12 units, max 6 lower division	Category 5	5: Electives (9)

The strength of our program, including strong enrollment trends, positive assessment data and consistently high student ratings of instruction called for few significant modifications to the requirements for a major since our 2005-06 PPR. The **content** changes are:

- (1) PHIL 368, Symbolic Logic, is now included in ‘Category 3: Contemporary Philosophy’. The needs of students who intend to continue in graduate study of philosophy or allied fields for instruction in logic beyond the PHIL 106 Introduction to Logic prompted this change.
- (2) An additional required 3 units falling in ‘Category 3: Contemporary Philosophy’ are now required of majors. This requirement assists us in increasing enrollment for classes for majors at the upper division. The overall number of units for the Major did increase—we lowered the number of elective units from 12 to 9.
- (3) We expanded the ‘Ethics’ category to the ‘Ethics and Society’ category. The old ‘Ethics’ category (1 class required) included options of: Phil 410 Ethical Theory; or Phil 345 (Social/Political Phil). The new ‘Ethics and Society’ category (1 class required) includes the following options: Phil 410, or Phil 345, or Phil 343 Phil Feminism, or Phil 377 Phil of Race, Class, and Gender. Widening this category enabled us to adapt our curriculum to the interests of new faculty.
- (4) We expanded the ‘Metaphysics and Epistemology’ category (1 class required) to include (in addition to Phil 420 Metaphysics, Phil 430 Epistemology, or Phil 440 Phil Mind): Phil 425 Phenomenology; or Phil 435 Advanced Topics in Phil Language. We have hired two faculty who work on Phenomenology. One introduced Phil 425 as a new course. We have also hired two faculty who work on Phil Language. One of them introduced Phil 435 as a new course. Widening this category enabled us to adapt our curriculum to the interests of new faculty.

Alterations to the structure and content of the minor (21 units)

Since the previous PPR report, the minor has undergone considerable change. We have eliminated Option A and Option B (the old minor); and replaced them with a straightforward 21 unit Minor.

Previously the minor in Philosophy offered students flexibility through one of two options: Option B. Option B offered (often busy, typically commuting) students an extreme amount of flexibility in virtue of the fact that it simply required 15 units approved by faculty and 6 additional units. However, Option B merited elimination for two primary reasons. (1) It presented a significant administrative burden on faculty. Students would often not seek approval for many of their 15 units until their time at CSUF was nearing completion. (2) The wide-open plan allowed—indeed, due to course offering calendars, often required—students in the Option B minor to enroll in upper-level courses for which they had not been adequately prepared. For these reasons the 2010-2011 Curriculum Committee proposed that Option B be eliminated and a restructured, single-option minor be created, which was approved by the department.

The newly structured minor now requires: Phil 290; Phil 300; Phil 315 and 12 units of electives. Accordingly, it requires two foundational courses in the history of philosophy, PHIL 290 Greek and PHIL 300 Early Modern. Content from these two classes undergird most future philosophical work in the Western tradition. This differs both from the previous Option B but also from the previous Option A, which allowed students to take two of a possible four courses in history of philosophy. Furthermore, the new minor requires all students to take PHIL 315 Argument and Writing, but removes the requirement (from the previous Option A) that all students in the minor take a Seminar. This change insures that students exiting the minor will have substantially increased their critical thinking and writing skills, but achieves this goal without requiring students in the minor to enroll in a Seminar, for which many students in the minor (not having taken 315) were unprepared. See Table 2.2, Alterations to Minor.

Table 2.2: Alterations to Minor, 2007-2013

	2007		2013
	Option A	Option B	
Total units	21 total units total	21 total units	21 total units
Requirements	Seminar or PHIL 499 (Independent study)	15 additional units “as approved by Philosophy faculty advisor”	290 Greek, 300 Early Modern, 315 Argument
	6 units chosen from 290 Greek, 291 Medieval, 300		

	Early Modern, and 301 Kant & 19 th		
Electives	12 additional units	6 additional units	12 units (6 upper- division)

Alterations to the structure and content of the concentration

The department's Moral, Legal and Social Philosophy for the Professions has not been altered since 2007's PPR. However, the way the concentration is run and the marketing of the concentration to students has changed. In 2010 John Davis, who has a Ph.D. and J.D., replaced Mitch Avila as director of the concentration. Enrollment in this concentration has risen and stabilized with 4 students in the concentration in each of the academic years (2009-2012), and 9 students currently in the concentration (2012-13). Some of these students have participated in the College's Washington D.C. internship program. All of these students do internships. In the previous six years the average enrollment was 1.5 students per year.

We would like to see growth in the Concentration. We plan to evaluate the curriculum for the Concentration. When we next hire, we will seriously considering hiring to support and expand course offerings in the Concentration. We could easily enroll 2 sections of Medical Ethics every term (we currently offer 1); and 2 sections of Environmental Ethics every term (we currently offer 1). Hiring into the Concentration would also support Business Ethics (we currently offer 4 sections/term).

B. Describe the structure of the degree program (e.g. identify required courses, how many units of electives) and identify the logic underlying the organization of the requirements. How does the structure of the degree program support student achievement of learning goals.

The degree program in the department of philosophy serves undergraduate students only and offers a single major (39 units). The major is now structured in the form of a total of five categories. See Table 2.1 above.

- (1) Category 1: Core Classes are the only four courses (a total of 12 units) that everyone exiting the program with a major is required to take. These include 290 Greek Philosophy, 300 Rationalism and Empiricism, 301 Kant & the 19th century, and 315 Philosophical Argument and Writing. 290, 300 and 301 together provide students with a robust understanding of the most important positions and supporting arguments in the Western philosophical tradition. Few upper-division classes contain content that is not substantially influenced by historical discussions found in 290, 300 and 301, even if that influence is reactionary rather than complimentary. By grounding the major in these three

historical classes and 315 we provide faculty teaching in other upper-division classes (most of which contain prerequisites filled by Category 1 courses) with a shared platform from which to educate our students effectively. PHIL 315 is an intensive critical thinking and writing course which meets the upper-division GE writing requirement. Enrollment in PHIL 315 requires a prior 3 units in philosophy. The department regards this class as so central to the development of core critical thinking and writing skills that we cap its enrollment at 25. Students standardly write 7-10 papers in this course.

- (2) While Category 1 requires 290, 300, 301 and 315 (12 units total), Categories 2-5 each allow students bounded flexibility to select courses that meet their individual educational needs. Category 2: History of Philosophy requires two courses and students are able to select amongst 323 Existentialism, 350 Asian Philosophy, 379 American Philosophy, 380 Analytic Philosophy 1900-1950, 382 Marx and Marxism, and 383 Postmodernism. The department requires of students two courses from Category 2 because courses in Category 2 afford students knowledge of differences in philosophical content and method outside the trajectory of mainstream Western history of philosophy.
- (3) Category 3: Contemporary Philosophy requires three courses but Category 3 subdivides into three further sections. Students are required to take one course from §3A: Ethics and Society and one course from §3B: Metaphysics & Epistemology. Their third required course within Category 3 can be drawn from either §3A, 3B or 3C: Logic. §3A: Ethics and Society includes 343 Philosophy of Feminism, 345 Social & Political Philosophy, 377 Philosophical Approaches to Race, Class & Gender, and 410 Ethical Theory. §3B: Metaphysics & Epistemology includes 420 Metaphysics, 425 Phenomenology, 430 Epistemology, 435 Advanced Topics in Philosophy of Language and 440 Philosophy of Mind. Lastly §3C includes only 368 Symbolic Logic. The department requires of students three courses from Category 3 because courses in Category 3 uniquely offer students opportunities for use and appraisal of contemporary methods of philosophical analysis, many of which are mutually incompatible. In addition, courses in Category 3 offer students opportunities to understand how arguments and positions first advocated in Ancient or Early Modern periods have been developed and refined, which enhances students' own critical thinking about questions of key philosophical interest.
- (4) Category 4: Seminar requires a single course drawn from any course between PHIL 447-490. The Seminar represents the department's capstone class for the major. However, currently the seminar is not limited to majors in philosophy. As such, seminars are taught on a rotational basis by tenured or tenure-track faculty alone, in an area of specialization. Enrollment is typically capped at 25. Typically only one seminar is offered per semester. In recent years the popularity of the major and the seminar coupled with limited offerings at the seminar level ballooned enrollment to up to 34. The Department has now solved this problem, and offers 2-3 seminars/year. The intensive reading schedule, writing requirements, discussion format and, generally, 3-hour time-slot offer students a singular opportunity to put their

critical reading and critical thinking skills to the test while drawing upon the base of knowledge accrued in prior coursework in the major.

- (5) Category 5: Electives contains all the other courses offered in the department, whether taught by departmental faculty or cross-listed and taught by members of other departments. Category 5 subdivides into 5A: Lower Division Courses and 5B: Upper Division Courses. The major in philosophy requires of students three classes (9 units) from Category 5, and at least one must be drawn from 5A and two from 5B. (See the Catalog for complete documentation of the major, including courses listed in Category 5.) Of the 13 total courses required in the major (39 total units) a full nine of them fall under Category 5: Electives. Category 5 functions as the department's biggest recruiting tool for the major and as such its importance is difficult to overstate for a department whose funding is tied to enrollment. Many departments in the College and the University enroll more incoming freshman in their programs than philosophy. Consider that for the 2011-12 academic year only 67 applicants listed Philosophy as their intended major; of those the university admitted only 35; of these 35 only two chose to come to Cal State Fullerton and enroll as majors in philosophy. See Appendix I First-Time Freshman. One important reason that enrollment in philosophy flourishes and we continue to meet and exceed target is that we are able to attract students taking lower-division classes in Category 5 to continue in our courses and to count up to three of those courses towards their major. In addition, the department designed Category 5 to allow students the flexibility to take courses in content areas representing their interests or relevant to their other majors or minors.

The new categories structuring the philosophy major contribute to the Student Learning Goals of the Philosophy Department. Goals for student achievement are described in this document as falling into four categories: Knowledge outcomes, Critical Thinking outcomes, Critical Writing outcomes and Social and Global Awareness outcomes. Restructuring the major as we have contributes to the achievement of these outcomes. Knowledge outcomes include, for example, that "Students shall be knowledgeable of specific historical periods of philosophy prior to the twentieth century, including major figures and themes." Requirements from Category 1 and 2 contribute to the achievement of this learning goal. Critical Thinking outcomes include, for example, that "Students shall possess the argumentative and analytic skills essential for critical thinking, sound reasoning, and efficient communication." The mandatory requirement that all students take PHIL 315 Argument and Writing contributes to the achievement of this learning goal, as does adding Phil 368 as an option in Category 3 "Contemporary Philosophy".

C. Using data provided by the office of Analytic Studies/Institutional Research discuss student demand for the unit's offerings; discuss topics such as over enrollment, under enrollment, (applications, admissions and enrollments) retention, (native and transfer) graduation rates for majors, and time to degree. (See instructions, Appendix I)

Retention

Between 2006-7 and 2011-12 freshman applications for the major in philosophy ranged between 45 and 75 with an average of 56.6. During this period admitted freshmen ranged from 22 to 36 with an average of 28.4 (51%). However, an average of 3.9 or 14% of freshmen applicants for the major in philosophy actually enroll at CSUF. These figures are low measured against other departments' rates of freshman applicants and against the total number of philosophy graduates per year. Changes in rates of enrollees to admitted freshman and to applicants over the period in question are statistically insignificant. See Appendix I, First-time Freshman Regular Admits. The Department plans to reflect on this. There may be ways for the Department, the College, and the University to improve these numbers.

Between 2006-7 and 2011-12 upper division transfer applications into the major in philosophy ranged between 59 and 138 with an average of 87.9. During this period admitted transfers ranged from 27 to 57 with an average of 42.6 (49.1%). An average of 23.9 or 57.5% of upper division transfers into the major in philosophy enroll at CSUF. The department regards these facts as indicative of continued positive benefit to departmental enrollments. No statistical significance accrued to any upward or downward trend over these years in data about transfer enrollments. Appendix I, Upper Division Transfer.

Graduation rates and Time to degree

Statistical comparison of prior departmental data on graduation rates and time to degree, with more recent departmental data is made problematic for several reasons. These include very small numbers of graduating philosophy majors in early years, for example, 7 in 2004. Since the previous PPR, only the freshman cohort (2007) has been at CSUF long enough to provide us data. See Appendix I, Graduation Rates for Majors. Upper class transfers into the program represent a larger sample, but analysis of that sample is confounded by lack of information regarding the length of time spent in philosophy at CSUF. Since this varies significantly, we find it difficult to draw inferences about improvements in our graduation rates that reflect the quality of instruction as opposed to extraneous factors, for example, that an incoming student needed only 12 more units of philosophy to graduate in addition to units she transferred into the major that were taken at her community college. Nonetheless, we know the following. 58.8% of the 2006 cohort and 52.6% of the 2007 cohorts of upper division transfer students graduated in four years or less.

As CSUF amasses more graduation rate data, conclusions will be easier to draw. Unfortunately, the current data do not enable us to draw conclusions. We expect that in our next PPR, we will have enough data to draw useful conclusions.

D. Discuss the unit's enrollment trends since the last program review, based on enrollment targets (FTES), faculty allocation, and student faculty ratios. (See instructions, Appendix II)

The Philosophy Dept has met or exceeded its target FTES every semester since our last

review. Enrollments in the department of philosophy as assessed by data from full-time equivalent students have increased in statistically significant ways. Since 2005-6 each year saw an increase in departmental FTES with the exception of the 2009-10 year during which CSU and CSUF restricted enrollments. As of 2011-12 the department has 465 FTES representing an overall gain (from 2006-7) of 69.1 FTES and growth at a rate of 21.5%. All of this growth occurred via increases in FTES of upper-division courses (174.3 in 2006-7, 253 in 2011-12). In fact the department lost 8.8 FTES at the lower division across these years. See Appendix 4, Table 9, Academic Year FTES.

It is unclear precisely what drives this trend. Potential causes for losses to lower lower-division FTES since 2005-6 include the following. This list is not exhaustive. None of the potential explanations listed are mutually exclusive. (1) Budget cuts. (2) Changes to general education requirements resulted in lower enrollment in lower-division philosophy courses. (3) We have not evaluated our lower-division curriculum to the degree that we have those at the upper-division level. (4) Faculty at the tenured or tenure-track level appear to be teaching more upper-division courses, as a ratio of total classes taught, in 2011-12 than they were in 2005-6; as the department uses more part-time and full-time non-tenure track faculty to staff lower-level courses, a reduction in expertise may draw fewer students into the classes. Grant-writing efforts by T/TT faculty have met with considerable success in recent years, pulling them out of the classroom. T/TT faculty have been given internal course-releases for purposes such as chairing the department, spearheading assessment efforts and organizing Symposium, pulling them out of the classroom.

The Department recognizes that PT faculty are teaching the majority of sections of Phil 105, Phil 106, Phil 312, and Phil 325 (all GE courses). The Department plans to hire TT faculty in accordance with slow and steady growth. Those hires would need to be supported with increased FTEF, else the Department will not be able to meet its goal of excellence in faculty research and external grant activity.

Our previous PPR reported FTEF for 2005-06 to be 14.5. Our current FTEF is 17.1, but budgets from the H&SS Dean's office list our 2011-12 FTEF as 16.5; and our 2012-13 FTEF as 16.8. This is perplexing.

The faculty of the department of philosophy has changed significantly since 2005-6. As of that academic year, the department had 3 tenure-track faculty and 3 tenured faculty. The department as of 2011-12 has 2 tenure-track and 9 tenured faculty (2 in administrative positions with retreat rights); 4 promotions to tenure have occurred within the last two years alone. These changes since 2005-6 have fulfilled several departmental goals, but now leave the department with a significant imbalance of T/TT faculty. Needless to say, these figures reveal a number of successful hires in the department since 2005-6. In addition to the two made during the 2005-6 academic year, a total of four further hires were made since that time. Two of those four have since successfully applied for early tenure.

Parallel to those gains, the department has lost faculty—two full professors—to

retirement over this period. Another full professor entered administration, while another full professor of philosophy joined the administration from another CSU, adding one FTEF to the department's allocation due to contractual retreat rights to the department. These additions and subtractions have resulted in changes since 2005-6 to the faculty allocation, which was 14.5 that year and 17.1 in 2011-12. See Appendix IV Table 9, Full-time Instructional Faculty, FTEF, FTES, SFR.

This represents a significant 15.7% gain, but it has not quite kept pace with the 21.5% growth rate of FTES over an identical period. Despite the fact that rapid pace of hiring has meant that only four of twelve T/TT were in the department for the last PPR, hiring has not kept pace with the growth in FTES over that period. The department seeks to hire TT faculty in accordance with slow and steady growth, in order to manage growth appropriately. We anticipate further budget cuts, which suggests that our hiring decision-making has been quite prudent in contrast to other departments in the college. TT hires would need to be supported with increased FTEF, else the Department will not be able to meet its goal of excellence in faculty research and external grant activity.

As measured by FTES and FTEF allocation, student faculty ratios have remained constant since 2005-6 and do not exhibit statistically significant changes. In 2005-6 FTEF allocation was 14.5 while actual FTES was 384.8, resulting in a budgeted SFR of 26.6. In 2011-12 budgeted SFR is 27.0. This represents a high SFR in the College. Keeping in mind that the College has the highest SFR in the University, and that CSUF has the highest in the CSU system, the department of philosophy would like to reduce that number. Doing so without compromising other desiderata, and without any increases in funding to the department, represents a significant challenge.

In addition to the above analysis and discussion of data provided by Institutional Research, the Department has of its own initiative conducted analyses of various kinds to increase quality of instruction. This is in part motivated by the fact that our Department, relative to other departments in the College, carries a high ratio of Part time to T/TT faculty. We report on two of these internal performance review processes now.

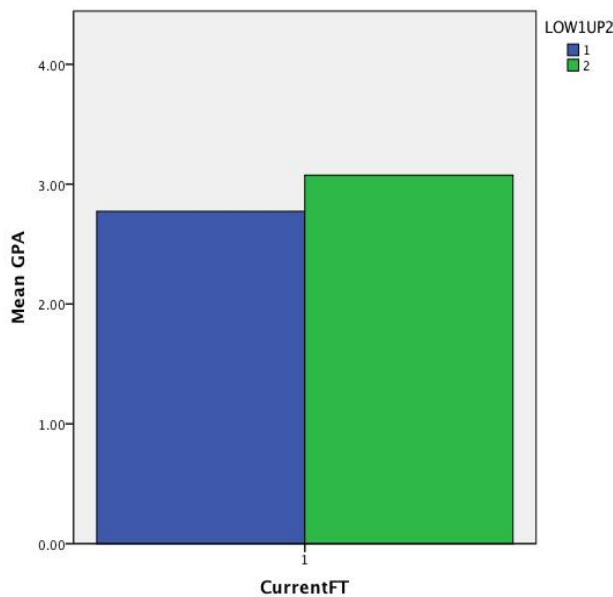
First, we have developed a protocol for the evaluation of PT instructors, consistent with union rules, that allows us to manage our PT instructors while insuring quality of instruction for our students. The protocol has three components: a rotation of T/TT faculty that provide in-class performance evaluations of PT faculty; a template document for class visits; and an annual review of portfolios submitted by PT faculty, in accordance with the CBA. The Department regards the development of this review process as valuable not only to insure quality student instruction and identify instructors who do not belong in our program, but also to the non-TT instructors themselves, many of whom have asked reviewers for letters of recommendation that speak to their teaching aptitude.

Second, we have long been aware of considerable variance in average grades awarded across classes taught by non-TT and TT faculty, and within the set of TT faculty. This represents a problem insofar as two given instructors in the Department of Philosophy may--in fact, do--award an average GPA in the very same course (two sections of PHIL

100, for example) that differs by the value of a full letter grade. Furthermore, educational research regularly demonstrates that the biggest predictor variable of SRI/SOQ results is students' expected grade: expected grade is directly proportional to ratings of instruction. Indeed, some education researchers show that SRI results are a better predictor of "grading leniency" than of student learning. Nonetheless CSUF and other institutions continue to use SRI/SOQ as a significant (but not the only) measure of quality instruction. The Department has analyzed average GPA by several variables for all courses since the previous PPR. Variables include: professor; non-TT/TT, lower-level/upper-level course, and by course.

Results of this data analysis are as follows. When comparing GPAs assigned by non-TT and TT faculty, analyses show that TT faculty assign statistically significantly higher grades ($M=2.98$, $SD=.41$) than non-TT faculty ($M=2.70$, $SD=.43$) $t=-8.3$, $p<.0001$. When comparing these GPAs to upper and lower division courses, analyses show that upper division courses receive significantly higher ($M=2.95$, $SD=.41$) GPAs than lower division courses ($M=2.64$, $SD=.42$) $t=-9.7$, $p<.0001$. See Figure 1. Data also shows that current TT faculty members assign higher GPAs for upper division courses ($M= 3.08$, $SD=.43$) than lower division courses ($M=2.77$, $SD=.32$) $t=-4.9$, $p<.0001$. We note that within the set of TT faculty we find considerable, statistically significant variance in mean GPAs awarded both at the lower and upper level. The Department plans to raise awareness of this issue and discuss its importance for untenured faculty.

Figure 1: Lower level-Upper level course GPA split.



E. Describe any plans for curricular changes in the short (three-year) and long (seven-

year) term, such as expansions, contractions or discontinuances. Relate these plans to the priorities described above in section I. C.

In accordance with Goal IV or our Strategic Plan—Evaluate the current Philosophy Curriculum—we plan to evaluate and revise the Concentration; evaluate whether logic should be required for the Philosophy Major; and create common learning goals for all sections of Phil 100 (approx. 8/term) and all sections of Phil 105 (approx. 8/term) and all sections of Phil 106 (approx. 8/term).

- (1) In revising the Concentration, we may consider eliminating the course Advanced Topics in Applied Legal reasoning, currently required for the Concentration. We rarely offer this class; it does not enroll well; and faculty are generally not interested in teaching it. We will likely replace it with a course in applied ethical theory and public policy. We believe such a course will be significantly more attractive to students, and to faculty. We will also consider whether to design a new course on meta-ethics, to be included in the Concentration.
- (2) In response to our last PPR, and with the support of the Department, we added Phil 368, Symbolic Logic to the 9 units “Contemporary Philosophy” requirement for the Major. We will evaluate whether 106 or 368 should be one of the core courses required for the Major, which every student will take.
- (3) We plan to develop common learning goals for all sections of Phil 100. We have already begun this task. We will be developing common learning goals for all sections of Phil 105 and 106, as well. We want to allow faculty to attain those goals in the ways that they see fit; but we want to ensure that those goals are met in all of our sections.

F. Include information on any Special Sessions self-support programs offered by the department/program.

The Philosophy Department regularly offers courses in Intersession and Summer Session. Our data for Intersession courses from 2006 to 2011 show that we offer on average 3 courses every Intersession. Enrollments are stable. During that time period, we have offered as many as four courses, and as few as two. Courses offered include: Phil 106 Intro to Logic; Phil 312 Business Ethics; Phil 320 Contemporary Moral Issues: Phil 325 Phil Sex & Love; Phil 349 Phil Lit and Cinema. We plan to continue to offer a minimum of 2 courses every intersession. Those courses are likely to be drawn from: Phil 312; Phil 325; Phil 105; Phil 106. All of these are GE courses. They all enroll well, both during Fall, Spring, and Intersession.

Our data for Summer Session courses from 2006 to 2011 show that we offer on average 4-5 courses every Summer Session. Enrollments are stable. During that time period, we have offered as many as 5 courses, and as few as 3. Courses offered include: Phil 100 Intro; Phil 105 Critical Thinking; Phil 106 Intro to Logic; Phil 312 Business Ethics; Phil 320 Contemporary Moral Issues: Phil 325 Phil Sex & Love. We plan to continue to offer a minimum of 4 courses every summer. Those courses are likely to be drawn from: Phil

100; Phil 312; Phil 325; Phil 105; Phil 106. All of these are GE courses. They all enroll well, both during Fall, Spring, and Summer.

The Philosophy Department has offered Phil 312 on-line during intersession. We hope to join CSU on-line with Phil 312. We are also committed to offering Phil 100 in the Summer Bridge Program.

The Philosophy department does not offer any self-support courses.

§III. Assessment

A. *How well are our students learning what the program is designed to teach them?*

The philosophy program is designed to teach our students four main things (see Learning Outcomes, Appendix VI):

Critical Thinking: the student demonstrates competent understanding of original texts. The student uses valid arguments and clear reasoning to support assertions. The student makes evidence and argument to support assertions, and (when applicable) includes objections to opposing views and/or anticipates and replies to objections to their own view.

Critical Writing: The student’s paper has a clear thesis, which is well developed by means of good structure, succinct expression of ideas and a competent, fluent writing style. The language is clear and direct, avoiding vague or superfluous expressions that adversely affect its main purpose. The paper contains few grammatical or spelling errors.

Knowledge: the student is knowledgeable about specific periods of historical philosophy, specific major currents of the twentieth century philosophical investigation, and some specific methodologies employed by philosophers.

Social & Global Awareness: the student has been exposed to issues of culture, ethnicity, and gender. The student will be able to cultivate a global perspective. Students shall have the ability to examine and critically assess normative standards governing social relations, practices, and institutions, including a wide range of human activities dependent upon value judgments.

OUTCOMES I AND II - CRITICAL THINKING & WRITING

In fall 2011-12, we collected 240 assessment reports from ten courses. The following summary percentage is rounded off.

	Exemplary	Proficient	Developing	Inadequate
Critical Thinking	83 34.58%	92 38.33%	65 27.08%	0 0%

Critical Writing	98 40.83%	81 33.75%	58 24.17%	3 1.25%
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Breaking the data down among the 300 level classes, we collected 179 assessment reports from six courses.

	Exemplary	Proficient	Developing	Inadequate
Critical Thinking	66 36.87%	69 38.55%	44 24.58%	0 0.00%
Critical Writing	78 43.58%	55 30.73%	44 24.58%	2 1.22%

Among the 400 level classes, we collected 61 assessment reports from two classes.

	Exemplary	Proficient	Developing	Inadequate
Critical Thinking	17 27.87%	23 37.70%	21 34.43%	0 0.00%
Critical Writing	20 32.79%	26 42.62%	14 22.95%	1 1.64%

Among the Seniors we collected 66 reports:

	Exemplary	Proficient	Developing	Inadequate
Critical Thinking	19 28.79%	28 42.42%	19 28.79%	0 0.00%
Critical Writing	23 34.85%	25 37.88%	17 25.76%	1 1.52%

In spring 2011-12, we collected 185 assessment reports from 9 courses. The following summary percentage is rounded off.

	Exemplary	Proficient	Developing	Inadequate
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Critical Thinking	61 32.97%	89 48.11%	34 18.38%	1 0.54%
Critical Writing	72 38.92%	81 43.78%	31 16.76%	1 0.54%

Among the 300 level classes, we collected 142 assessment reports from 6 courses.

	Exemplary	Proficient	Developing	Inadequate
Critical Thinking	46 32.39%	72 50.70%	23 16.20%	1 0.70%
Critical Writing	52 36.62%	64 45.07%	25 17.61%	1 0.70%

Among the 400 level classes, we collected 43 assessment reports from 3 courses.

	Exemplary	Proficient	Developing	Inadequate
Critical Thinking	15 34.88%	17 39.53%	11 25.58%	0 0%
Critical Writing	20 46.51%	17 39.53%	6 13.95%	0 0%

Among the Seniors, we collected 60 assessment reports.

	Exemplary	Proficient	Developing	Inadequate
Critical Thinking	26 43.33%	24 40.00%	10 16.67%	0 0%
Critical Writing	30 50%	24 40%	6 10%	0 0%

With the Critical Thinking Learning Outcome, we have the following results for the fall semester: overall 72.92% of the papers demonstrated proficiency or above. Dividing the classes, we have 75.42% at proficiency or above among the 300 level classes and 65.57% at proficiency or above among the 400 level classes. Finally, narrowing the pool to just

the seniors, we have 71% at proficiency or above. Some, but not all, philosophy majors reached the department goal of 75% in Fall.

With Critical Writing Learning Outcome, we have the following results for the fall semester: 74.58% of the papers demonstrated proficiency or above. Dividing the classes, we have 74.3% at proficiency or above among 300 level classes and 75.41% at proficiency or above among the 400 level classes. Finally among the seniors, 72.73% of students demonstrated proficiency or above. Overall, the critical writing learning outcome appears to just about reach the department goal of 75%.

With the Critical Thinking Learning Outcome, we have the following results for the spring semester: overall 81% of the papers demonstrated proficiency or above. Dividing the classes, we have 83% at proficiency or above among the 300 level classes and 74% at the proficiency or above among the 400 level classes. Finally, narrowing the pool to just seniors, we have 83% at proficiency or above levels. The department meets the department goal of 75% at proficiency or above levels in critical thinking.

With the Critical Writing Learning Outcome, we have the following results for the spring semester: overall 83% of the papers demonstrated proficiency or above. Dividing the classes, we have 82% at proficiency or above among the 300 level classes and 86% at the proficiency or above among the 400 level classes. Finally, narrowing the pool to just the seniors, we have 90% at proficiency or above levels. The department has met the goals of having 75% of the students at proficiency or higher levels in critical writing.

OUTCOME III - KNOWLEDGE

In Spring 2010-11, the department implemented a new knowledge rubric and collected 141 assessment reports from 6 courses all in the 300 level.

	Exemplary	Proficient	Developing	Inadequate
Knowledge	59 40.43%	50 35.46%	30 21.28%	3 2.13%

Among the Seniors, we collected 15 assessment reports:

	Exemplary	Proficient	Developing	Inadequate
Knowledge	11 46.67%	18 40.00%	9 6.67%	3 6.67%

With the Knowledge Outcome, we have the following results for the **spring semester**: overall 75.9% of the papers demonstrated proficiency or above. Narrowing the pool to just the seniors, we have 86.7% at proficiency or above levels.

In the knowledge outcome, the department is meeting its goals of 75% at proficiency or higher.

We still have at least a quarter of our students in the “Developing” or “Inadequate” levels, but by senior stats, these have dropped by half to about 13%.

OUTCOME IV - SOCIAL & GLOBAL AWARENESS

In spring 2012, the department implemented a new social/global awareness rubric and collected 73 assessment reports from three courses in the 300-400 levels.

	Exemplary	Proficient	Developing	Inadequate
Social/Global Awareness	22 30.14%	36 49.32%	13 17.81%	2 2.74%

Among the Seniors, we collected 22 assessment reports:

	Exemplary	Proficient	Developing	Inadequate
Social/Global Awareness	10 45.45%	9 40.91%	2 9.09%	1 4.55%

For this assessment, we decided to conduct a two-tiered analysis, and continue the process of checking syllabi to see whether the relevant courses include material that addresses this outcome. For an analysis of syllabi, please see our complete assessment report in Appendix VI.

With the social/global awareness outcome, we have the following results for the **spring 2012 semester**: overall 79.5% of the papers demonstrated proficiency or above. Narrowing the pool to just the seniors, we have 86.4% at proficiency or above levels. Based on the rubric alone, the department appears to be meeting its goals of 75% at proficiency or higher.

B. What direct strategies or systematic methods are utilized to measure student learning?

Our Learning Outcomes:

I. CRITICAL THINKING OUTCOME

II. CRITICAL WRITING OUTCOME

Method of Assessment: We collect papers written for upper-division major core courses. With the above two goals, we use a rubric of assessment for student papers. The rubric

uses numerical ratings on the basis of various criteria. The total numerical rating is then translated into four categories:

- [E] Exemplary: 10-12
- [P] Proficient: 7-9
- [D] Developing: 5-6
- [I] Inadequate: 3-4

III. KNOWLEDGE OUTCOME:

Method of Assessment: This assessment will be performed every other year, and we performed this assessment last year during 2010-2011. We expect to conduct this assessment during 2012-2013.

We collect papers written for upper-division major core courses in the history sequence. With the knowledge outcome goal, we use a rubric for assessment of students' knowledge in the history of philosophy. The rubric uses numerical ratings on the basis of various criteria. The total numerical rating is then translated into four categories:

- [E] Exemplary: 10-12
- [P] Proficient: 7-9
- [D] Developing: 5-6
- [I] Inadequate: 3-4

IV. SOCIAL/GLOBAL AWARENESS OUTCOME:

Method of Assessment: With the social/global awareness outcome goal, we utilized a two-tier assessment strategy for analyzing this social/global awareness outcome: syllabus assessment and application of a rubric for assessment of students' openness to issues of culture, ethnicity, gender, and global perspectives. For the direct assessment, we evaluate student performance in class for upper division major core courses in the "Ethics and Society" sequence. The rubric uses numerical ratings on the basis of various criteria. The total numerical rating is then translated into four categories:

- [E] Exemplary: 10-12
- [P] Proficient: 7-9
- [D] Developing: 5-6
- [I] Inadequate: 3-4

C. Are the assessment strategies/measures of the program changing over time?

For Spring 2012, we modified the critical thinking and critical writing rubrics to better reflect the learning outcomes suitable for undergraduate students. The department noticed that the learning goals for the previous rubrics would be a challenge for even published philosophers.

With the new rubrics for critical thinking and critical writing learning outcome implemented for spring 2012, the department is meeting the 75% goal of having all our students at proficiency or higher. During the fall semester, we utilized the old rubrics and under these rubrics, the department demonstrates incremental improvement in meeting our goals compared to last year, but we did not meet our learning goals.

Over the past four years the department has steadily increased its direct data collection and the department appears to have reached its maximum levels of collecting direct assessment data. The set of data range from 240-185.

Focusing on the outcomes level for our assessment strategy in critical thinking and writing, we have made a separate assessment of the data for our 400 level classes and seniors. The department follows outcomes assessment strategies because incremental improvement is impossible to measure from students at the 100 level to the 400 level due to the number of transfer students. With the separation of the 300 level, 400 level, and seniors, we are attempting to track some level of incremental improvement, but it is the outcomes-assessment that our department focuses upon. For critical writing the analysis of spring 2012 demonstrates incremental improvement from 300 level to 400 level courses, and finally among senior level assessment. Nevertheless, in the critical thinking for the fall and the spring and the critical writing for the fall, we cannot find any consistent incremental improvement.

2012 was the first year designing and implementing a social and global awareness rubric. We find the department meets our goals with overall 79.5% of our students at proficiency or better. But the conclusions can only be drawn hesitantly because the data pool was extremely small with only 73 rubrics representing direct data collected from three courses. Additionally, there were some inconsistencies in collecting the data.

With the social and global awareness learning outcome, the department appears undirected about this learning outcome when analyzing the syllabi. The syllabi vary greatly in meeting the learning outcome of exposing the students to culture, ethnicity, gender and cultivating a global perspective, with over half the syllabi not addressing this learning outcome. Preliminarily, the department needs to make clear to the instructors that these courses are assessed for this particular learning outcome.

Regarding exposure to questions concerning gender (social/global awareness), the department finds it curious that the number of female philosophy majors is at 24.5% (Fall 2011), whereas the number of female students at CSUF is 57%. We have formed a climate committee to address this problem.

D. What modifications should we make to the program to enhance student learning? (And after having made changes, how have these changes affected student learning and the quality of the department or program as a learning community?)

In order to enhance student learning, the department has made changes to the major and minor and is planning to implement a number of changes to the concentration for moral, legal, and social philosophy for the professions. In regard to the last item listed, the department has recently decided to undertake a thorough review of the concentration, with an eye toward meeting student interests and needs. In particular, we are considering a possible future hire with a specialization in philosophy and public policy. The department is also working on creating new courses and securing additional funding for the concentration in order to refocus the requirements to ensure student success with post-graduate educational placement and job placement.

We have recently begun to revisit the pedagogical approach to our key introductory courses with the aim of establishing a common set of core skills and learning outcomes across all sections. Developing a common set of skills is particularly important for our 105/106 courses, as these courses in critical thinking and logic serve as the foundation for all future classes that minors, majors, and other students will take in the department. Our discussion about the skills that we aim to teach students in these courses will be undertaken with all members of the tenured and tenure-track faculty as well as the adjunct instructors who teach several of these courses for the department.

E. How have assessment findings/results led to improvement or changes in teaching, learning and/or overall departmental effectiveness? Cite examples.

In our review of advising and assessment practices, we learned that one of our traditional minor options (the self-designed minor) was creating problems in terms of students completing requirements and students not getting a broad enough exposure to the main areas of the discipline. The department has subsequently revised the minor in view of these problems.

One of the other significant changes the department is in the process of implementing concerns the writing requirement for majors. Through analysis of enrollment records, we found that several students were simultaneously enrolling in PHIL 315: Philosophical Argument and Writing and our advanced Seminars. The department had originally designed 315 with the aim of developing students' writing skills *prior* to taking advanced courses in which advanced writing competence is required. We now have a requirement that makes 315 a prerequisite for enrollment in the seminar, and we hope to see a marked improvement in students' final seminar papers as a result.

F. What quality indicators have been defined/identified by the department/program as evidence of departmental effectiveness/success other than assessment of student learning?

The department uses several informal indicators of departmental effectiveness in addition to assessment. We give particular emphasis to the placement of majors in graduate school, and have sought various ways to track students who have gone on to do graduate work in philosophy and other disciplines. With our concentration (which has a heavy emphasis on pre-law coursework), we also place many students in law programs, and we seek to track the development of these students as a measure of departmental effectiveness. We have placed students in law schools at: Harvard, NYU, UCI, UCLA, UC Berkeley, USC; Chapman; and the University of Minnesota. More recently, with the large-scale transformations in the economy and job market, the department has been working closely with the career center on campus in order to help students with job placement in non-academic jobs and on vocational paths. We see the increasing number of student internships that our majors get as indicators of departmental effectiveness and as a good measure of how philosophy can be an excellent major to prepare students for getting jobs in difficult economic times. Although we track data informally for all of these indicators of success (through exit interviews, alumni panels, alumni meetings, etc.), we hope to formalize the data gathering process so that the department can gain a better sense of how the major can be most effective for our students after they leave CSU Fullerton. Our alumni survey, received 1.31.13, may help us formalize some of that data (but with a small sample size of 40).

The department also takes an active interest in original student research and has sought to secure internal and external funds for students who present research at student conferences and workshops. We also measure our success as a department in view of having students join faculty in collaborative projects. In recent years, department faculty and students have collaborated on papers, conference presentations, and community outreach projects.

G. Many department/programs are offering courses and programs via technology (online, video conferencing etc.) and at off campus sites and in compressed schedules. How is student learning assessed in these formats/modalities?

To date, the department has offered very few online classes. That number will be increasing, though, due to the inclusion of PHIL 323: Business Ethics into the Online Masters curriculum for both Sociology and Business Administration. We have offered several traditional, classroom-based courses in compressed schedule format during Intersession and the Summer session. With regard to the compressed schedule course offerings, we typically offer courses that are amenable to that format (Intro, Logic, Critical Thinking, Business Ethics, Sex and Love), so our assessment in these courses often remains quite similar to traditional course modes of assessment. We have found, however, that including an extensive writing component in compressed schedule courses can be quite difficult. As an alternative to traditional, longer papers, some faculty have implemented shorter, but more frequent writing assignments so that students can receive more frequent assessment and get more feedback on their critical thinking and writing skills during the compressed course period.

With regard to online courses, our Moodle educational technology platform works quite well for courses that include a larger portion of objective, analytic material. For online classes that include a substantial writing component, assessment is more of a challenge. Moodle is designed primarily for testing material that can be assessed objectively (by way of quizzes, multiple choice and true-false questions, short answers, and so on), and it lacks many of the tools that might be particularly helpful in developing student writing. Faculty have developed work-arounds for assessment in these areas, though, by incorporating several of the less-used features on Moodle such as journals, blogs, wikis, discussion boards, and so on.

Another challenge that arises in online assessment concerns the unsupervised nature of test-taking. Given that students take tests entirely on their own, it is difficult to prevent cheating, sharing of work, and so on. Along these lines, faculty have found that randomized multiple choice testing that is carried out under fixed time constraints works well. In addition, we are working with the university to purchase Respondus Browser Lockdown, or some similar software, that ensures students are unable to cut-and-paste work from elsewhere on their computers or browse online to find answers to material during test taking.

Given that we teach so few online offerings, we do not have a separate rubric for assessing online courses vs. traditional courses. However, with the introduction of more online offerings, the department will need to investigate not only the best online assessment methods but ways to track the success of these methods and compare them with assessment in the traditional offerings of those same courses.

§IV. Faculty

A. Describe changes since the last program review in the full-time equivalent faculty (FTEF) allocated to the department or program.

In 2005-06, the Philosophy Department's FTEF allocation was 14.5. We had 10 tenured/tenure-track faculty members. Our current FTEF allocation is 17.1, though it appears as 16.5 and 16.8 on H&SS College documents. We currently have 10 tenured/tenure-track faculty members.

Departures. Craig Ihara, J. Michael Russell, Al Flores, and Merrill Ring have all retired since 2006. Mitch Avila has become an Associate Dean, and currently does not teach in the department, but has retreat rights. Jenny Faust (hired as an AVP in Academic Affairs) also has retreat rights. We currently have no FERP members.

New hires. Since our last review, we have made 4 tenure-track hires: Matt Calarco, John Davis, Andrew Howat and Brady Heiner. Ryan Nichols and Emily Lee, hired T-T in 2005-06, began as Assistant Professors in 2006-07. Of these, all but Howat and Heiner, who began as Assistant Professors in Fall 2011, have received tenure.

Tenure and rank. Since our last review, 7 tenure-track faculty have earned tenure: Matt Calarco, John Davis, Emily Lee, Ryan Nichols, JeeLoo Liu, Amy Coplan, and Heather Battaly. Of our current ten tenure-track faculty, eight have tenure, including all of the aforementioned and Shari Starrett. Andrew Howat and Brady Heiner are the only Assistant Professors. Heather Battaly is the only Full Professor. Shari Starrett, JeeLoo Liu, and Amy Coplan are currently Associate Professors. We expect two promotions to Full in the near future. Mitch Avila was promoted to Full before joining the Dean's office.

Specializations and coverage. Matt Calarco and Brady Heiner have expanded the department's offerings in continental philosophy. John Davis covers medical ethics and philosophy of law, which used to be covered by Al Flores and Mitch Avila respectively. Andrew Howat works in analytic metaphysics, an area where the department had no specialist, and covers analytic philosophy in general (including Phil 106: Intro to Logic)—which Merrill Ring used to cover.

B. Describe priorities for additional faculty hires.

1. Hire tenure-track faculty in accordance with slow, steady growth, as described below. Some departments have grown in FT faculty numbers very quickly, only to see student numbers collapse due to budget cuts. Our approach avoids this problem.
2. Replace tenured/tenure-track faculty as needed.
3. Hire one new tenure-track faculty member before 2019, provided that the hire is supported with sufficient budget and an increase in FTEF.
4. Areas of need for a new tenure-track hire include: history of philosophy, or metaphysics and epistemology, or ethics and applied ethics, or logic and critical thinking.
5. Hire 1-year Visiting Assistant Professors, non-tenure-track, non-renewable, for sabbatical and grant replacements, budget allowing

We have discussed some possible areas for future hires:

1. History of philosophy: we are anticipating a retirement in this area at some point in the future, and we are understaffed in ancient philosophy and early modern philosophy.
2. Areas of philosophy that are related to various professional and policy topics, such as business, economics, or environmental philosophy. We think that this may help attract more students to the major and the Concentration. Applied ethics is one of the growth areas of philosophy, and provides an avenue between philosophy and student career interests.

C. Describe the role of full-time or part time faculty and student assistants in the program/department's curriculum and academic offerings. Indicate the number and percentage of courses taught by part-time faculty and student teaching assistants.

We have no graduate program, and hence no teaching assistants. Our upper-division courses for the Philosophy Major are taught almost exclusively by full-time faculty. No part of our course offerings are exclusively the responsibility of lecturers. Our lecturers teach a majority of the sections of two lower-division GE courses: Phil 105: Critical Thinking, and Phil 106: Intro to Logic. But, lower-division courses are also regularly taught by full-time faculty members. JeeLoo Liu, Emily Lee, Brady Heiner, Amy Coplan, and Shari Starrett regularly teach Phil 100; Matt Calarco regularly teaching Phil 101; and Heather Battaly and Andrew Howat regularly teach Phil 106. Lecturers also teach some upper-division GE courses: Phil 325: Phil Sex & Love and Phil 312: Business Ethics. Tenure-track faculty members Amy Coplan, Andrew Howat, and Ryan Nichols also regularly teach Phil 325; and Matt Calarco regularly teaches Phil 312.

Here is the number of sections taught by tenure-track faculty and lecturers respectively, broken down by semester:

Fall 2006:	Tenure-track 22; Lecturers 42
Spring 2007:	Tenure-track 20; Lecturers 38
Fall 2007:	Tenure-track 22; Lecturers 41
Spring 2008:	Tenure-track 25; Lecturers 33
Fall 2008:	Tenure-track 21; Lecturers 33
Spring 2009:	Tenure-track 30; Lecturers 30
Fall 2009:	Tenure-track 25; Lecturers 23
Spring 2010:	Tenure-track 24; Lecturers 29
Fall 2010:	Tenure-track 20; Lecturers 36
Spring 2011:	Tenure-track 19; Lecturers 53
Fall 2011:	Tenure-track 26; Lecturers 35
Spring 2012:	Tenure-track 20; Lecturers 50
Fall 2012:	Tenure-track 22; Lecturers 44
Spring 2013:	Tenure-track 26; Lecturers 37

In some years the percentage of sections taught by lecturers is higher because some tenure-track faculty are on sabbatical, or because some tenure-track faculty have course buy-outs funded by grants for research. For example, in recent years JeeLoo Liu, Ryan Nichols, and Heather Battaly have all had reduced teaching loads, or in some cases have been gone from campus altogether, funded by research grants. (This explains lower numbers of sections taught by TT faculty in F 2010, SP 2011, SP 2012, F 2012, and SP 2011). We have used the course buy-out money to hire three visiting assistant professors—Christopher Scott Sevier, Christopher Thi Nguyen, and Mary Krizan—to cover these teaching loads. Christopher Thi Nguyen and Mary Krizan have since gotten tenure-track jobs. Christopher Scott Sevier is our Visiting Assistant Professor this year, 2012-13.

D. *Special Sessions*

See Section 3 above. Our only special session programs are the courses we offer during Summer and Intersession. These courses are offered first to our tenure-track faculty, and then to lecturers if no tenure-track faculty request them. They are typically lower-division GE courses. We typically offer two or three sections during Intersession and

four or five sections during Summer. These sections include Introduction to Philosophy, Introduction to Logic, Business and Professional Ethics, Philosophy of Sex and Love, and Critical Thinking.

§V. Student support and Advising

A. Advising

In Fall 2012, the department began a new system of advising. We have 150 Philosophy Majors and Minors. Every student is assigned to a particular tenure-track professor for advising; each professor gets a roughly equal share of all the students (approximately 15-20). Minors are advised in the same way. (There is one exception to this: John Davis advises all the students who major in the Concentration in Moral, Legal, and Social Philosophy for the Professions.)

Our old system of advising did not spread the workload of advising equally among faculty members. Under the old system, most students initially went to the department chair for advising when they first decided to major or minor in philosophy, and then some ceased coming in for advising at all. As a result, they were often selecting their own courses without any faculty advice. Under the new system they will be attached to someone who will monitor and counsel them throughout their undergraduate career.

We have just now received a draft of our alumni survey report from the H&SS Dean's office, on 1.31.13 (one day before this report is itself due). We are grateful to the Dean's office for funding the alumni survey, and for generating the alumni survey report. We will plan to comment on it in our next PPR report. But, a preliminary read indicates that a majority of alumni respondents (of which there were 40) reported that they did not have a faculty mentor to guide them through the program. That was a recognized problem of our old advising system. We have already changed that system, and hope to have corrected that problem.

We have no graduate students.

B. Describe opportunities for students to participate in departmental honors programs, undergraduate or graduate research, collaborative research with faculty, service learning, internships, etc

Undergraduate Research. Collaboration with Faculty. Several Philosophy faculty have directed theses in the University Honors Program or the McNair Scholars Program. For example, Nahal Bahri's thesis "Confucianism and Foreign Policy in China" was supervised by Ryan T. Nichols; Emily Lee served as the McNair Scholars Mentor for Erica Niebles. Matt Calarco served as the McNair Scholars Mentor for Jose Torres's thesis "Vegetarianism and the Latin@ Community". However, we have other ways for

students to distinguish themselves. Our most prominent distinction occurs every year when several students help plan and execute the annual Spring Symposium in Philosophy, which features several distinguished philosophers from other universities. Those students also present comments on the papers presented at the Symposium, in effect presenting short papers in front of a large audience that includes several distinguished philosophers. The Philosophy Symposium is funded by ASI and ICC, the H&S Dean's office, the VPAA, and Student Affairs.

Here is a list of our symposia since our last PPR:

2007 - Confronting Torture: Perspectives & Moral Issues

2008 - Science Fiction, Philosophy, and Human Nature

2009 - Consciousness and the Self

2010 - Phenomenology, Embodiment, and Race.

2011 – Disagreement in Ethics and Epistemology

2012 – Thinking Through Animals

We average roughly six or seven speakers per symposium; most of them are professors from other universities who are distinguished writers on the topic in question. Each speaker's paper gets a commentator—an undergraduate who has read that speaker's paper and prepared approximately twenty minutes of comments to read to the audience (which can range anywhere from 75 to 200 people). The undergraduates study the symposium topic in an undergraduate seminar before the symposium takes place, and each student gets a faculty mentor to help as they write their comments. For most of them, it is the first time they have presented a paper, aside from class presentations for a course. We have been doing this since 1971.

More Undergraduate Research. The department provides money for students to attend undergraduate philosophy conferences to present their own work, and to travel to workshops. Our students have participated in the Philosophy in an Inclusive Key Summer Institute (PIKSI), at Penn State University, a seven day summer institute for undergraduates considering careers in academic philosophy. We have also sent students to the Rocky Mountain Ethics Conference in Boulder, Colorado, and the Pacific University Undergraduate Conference in Forest Grove, Oregon. Kevin Raftogianis presented “The Appeal of Horror: Noel Carroll and The Shining” and John Schoonvel presented “Why is the Shining Appealing?” at the Sigma Tau Delta Meeting of the English Honors Society. Tyler Noble presented a paper at the ACACIA conference 2013 on Mediated Selves. Eli Brandom presented at Pacific University Undergraduate Conference in 2012.

Internships. We have an internship course—Phil 493—called the Senior Internship. Students in the Concentration are required to take it; others are encouraged to do so. It requires 120 hours of work in a professional setting, and a term paper. John Davis supervises the internships. Students are free to perform their 120 hours of internship in any setting that relates to a career they wish to explore, provided John Davis approves the location. Our students have done internships in law firms, government agencies, public interest firms, public defender's offices, and hospitals, among other locations. In every

case, John Davis discusses the proposed internship and how it relates to the student's career interests, and advises the student on how to perform in a professional setting.

We plan to continue all of these practices in the future.

§VI Resources and Facilities

OFFICE SPACE

The office space of the Philosophy department is inadequate. This was reported in our 2005-06 PPR. Nothing has been done to address this problem. We currently have 10 T/T-T faculty, one Visiting Assistant Professor, and approximately 15 PT faculty (in any given semester). H 311/313, which houses the Philosophy Dept., offers 11 individual offices, and 2 carrolls. This has three unsavory consequences:

1. It does not encourage the hiring of new T-T faculty. When we hire new T-T faculty, we have no place to put them in our complex.
2. It only allows 4 PT faculty, of 15, to have offices in the Philosophy Dept. 11 of our PT faculty are housed elsewhere (in Hum, or in LH).
3. It means that our complex does not include space for our staff.

The Philosophy department would be thrilled to get access to its companion complex in H 314 (which houses at least 10 individual offices). This would solve all of the aforementioned problems.

STAFF

The Philosophy Department is under-staffed. We share staff with Liberal Studies and Women's Studies. For four years, our complex operated without an ASC. That problem has been resolved, but at the expense of the Philosophy Department. With our strong encouragement, the ASA-II who served the Philosophy Dept. was deservedly promoted to the position of ASC in Spring 2012. Unfortunately, the search for a replacement for the ASA-II position was suspended by the H&SS Dean's office in July 2012. This has two unsavory consequences:

1. Our current ASC is (in our estimation) overworked. She is doing two jobs: ASC and ASA-II.
2. It makes it more difficult to organize talks and conferences. The Philosophy Dept has a 40-year history of hosting our annual Philosophy Symposium, which gives our students the opportunity to present comments on the papers of professional philosophers. We also have an active colloquium series; an annual Alamshah talk; an annual Ellington talk; and a research conference (every three years).

Organizing that many talks per year requires another staff member.

The Philosophy Dept. would like that ASA-II position restored.

A. Itemize the state support and non-state resources received by the program/department during the last five years. (See instructions, Appendix V.)

See Appendix V State support and Appendix V Foundation accounts and External Grants. We have received information from Ira Unterman with respect to Foundation Accounts

and External Grants. We received information from Pat Balderas in H&SS with respect to State Support.

According to Tanya Thompson, Assistant Director of Sponsored Programs at the CSUF Auxiliary Services Corporation, dating back to 1995 the ASC has administered no grants by members of the Department of Philosophy.

B. Identify any special facilities/equipment used by the program/department such as laboratories, computers, large classrooms, or performance spaces. Identify changes over last five years and prioritize needs for the future.

The Department of Philosophy has met or exceeded target in ALL semesters between 2007 and 2012, in contrast with some other departments within H&SS. Despite this, the College's allocation of valuable K2 rooms to the Department of Philosophy, especially at times of day correlated with peak enrollment opportunities (MW 10:00 to 4:00 and TR 10:00 to 4:00) appears unpredictable. See the table below for evidence of the unpredictability of allocations of K2 classrooms.

Semester & Year	Normal Classrooms	K2 Classrooms
F 2006	59	2
S 2007	56	0
F 2007	61	0
S 2008	56	1
F 2008	52	0
S 2009	58	0
F 2009	46	2
S 2010	51	0
F 2010	54	4
S 2011	70	0
F 2011	59	4

Within the College the Department of Philosophy is a reliable source of enrollment dollars. In fact, the Philosophy Department is routinely asked to add budget, target, and courses to its schedule at the last minute, in order to assist the College in meeting its target. Our Phil 105 (approx. 8 sections/term), Phil 106 (approx. 8 sections/term), and Phil 325 (approx. 8 sections/term) courses all fill at peak slots. The Philosophy Dept is also a bastion of high-quality research, and is home to faculty who are awarded external grants in very large numbers (in comparison with faculty of philosophy elsewhere). The Department seeks a larger number of K2 classrooms at times of peak enrollment consistent with these facts attesting to its role as a good steward of College resources.

Specifically, the Philosophy Dept. seeks 4 K-2 rooms per term on MW (between 10:00 and 4:00) and/or TR (between 10:00 and 4:00). When given the opportunity, the Dept. has filled 2 K-2 rooms/term of Phil 325 at peak hours. It could easily fill a third K-2 of

Phil 325 at peak hours. It could also fill 2 or more K2's of Phil 105 or Phil 106/term at peak hours.

C. Describe the current library resources for the program/department, the priorities for acquisitions over the next five years and any specialized needs such as collections, databases etc.

Funds for library acquisitions at Cal State Fullerton are not allocated by departments. Therefore the department lacks any significant control over increasing the amount of money used to purchase philosophy materials, texts, journals and access to databases. However, the following table represents the total expenditures by Pollak Library staff on philosophy books:

*Table **. * Acquisitions of Philosophy Books, 2007-2012*

Academic Year	E-books (rentals + purchases)	# E-books rentals (purchases)	Books + E-books, costs	# Books Acquired
2007-8			\$14,116	399
2008-9			8080.73	243
2009-10			1240.47	49
2010-11	\$762.07	60 (4)	1933.45	76
2011-12	1701.28	126 (3)	1444.07	127
2012-13*	1396.49	76 (6)	795.8	217
	3859.84	262 (13)	27610.52	1111

* Reporting for 2012-13 is partial. (Thanks to Jie Tian and Ann Roll for assistance in gathering this information about library acquisitions.)

Since the e-book autopurchase program was instituted, Introduction to Logic (Taylor & Francis Pub.) was the most expensive book autopurchased by the Department at \$202.50 and Seneca (Oxford UP) was the most expensive rental at \$34.83. The least expensive book autopurchased by the Department was Nicomachean Ethics (Oxford UP) at \$21.57 while the least expensive rental was Introducing Plato: A Graphic Guide (Icon Books) at \$0.50.

The Department of Philosophy finds the trend in library acquisitions of philosophy *books* remarkable: the 2011-12 annual allocation is approximately 1/10th the amount of the 2007-8 allocation. The precise costs to the Department and its students of this rapid decrease is unclear, though in general terms it impedes faculty teaching and research and negatively influences student access to valuable materials. The department is currently reevaluating these allocations, as well as its allocations for *journals*.

Journal Title (2013)	Annual Cost
American Philosophical Quarterly, online	\$320.00

Australasian Journal of Philosophy, online	\$327.00
Common Knowledge, online.	\$122.00
Eighteenth-Century Life, online	\$135.00
Ethics : An International Journal of Social Political and Legal Philosophy, online	\$209.00
Inquiry : An Interdisciplinary Journal of Philosophy, online	\$464.00
Journal of Medicine and Philosophy, online	\$489.00
Journal of Philosophy, online	\$200.00
Journal of the Philosophy of Sport, online	\$290.00
Philosophical Review, online	\$130.00
Phronesis, online	\$378.00
Semiotica : Journal of the International Association for Semiotic Studies, online	\$1,139.00
Teaching Philosophy, online	\$234.00
Telos. Periodical, online.	\$276.00
2013 total cost	\$4,713.00

Departmental priorities for library acquisition increasingly shift to online resources. We plan to maintain our subscriptions to a number of key databases such as Philosopher's Index, continue to buy titles from major publishers of philosophical books, and prioritize acquisitions from minor presses that are consistent with the research emphases of newly hired faculty. The Department will also explore strategic expenditures on additional databases. The 2011-12 Cost of database and e-collections supported by CSUF is \$134,112.

§VII. Long-term Plans

- A. *Summarize the unit's long-term plan including refining the definitions of the goals and strategies in terms of indicators of quality and measures of productivity.*

For a summary of the Department's strategic plan, see Section I.A. For the complete Strategic Plan, see Appendix VI.

The quality of Teaching, Research, and Service are determined by our Department's Approved Personnel Standards (see Appendix VI). Those Standards evaluate **teaching** in multiple ways. One useful way to evaluate the teaching of the Department as a whole is to use SOQ data, especially in response to Question 15. According to the Department's Standards: "with respect to the results of student opinion forms, competence in teaching philosophy shall be defined as having achieved a combined 90% A, B and C response, of which 40% are A and B responses, to question #15 which relates to the student's overall assessment of the instructor. Statistical summaries of student responses that exceed this level such that a combined 70% are A and B responses shall be an indication of a high level of competence in teaching philosophy." In every term, for which SOQ data is

available on-line (Fall 2008-Spring 2012), the Philosophy Department as a whole demonstrated a high level of competence in teaching Philosophy. At our next review, in 2019, we expect competent or highly competent teaching in the department as a whole, as defined by our Personnel document.

Our Department Standards also evaluate **research** in multiple ways. Those Standards claim that: “The overall evaluation of scholarly activity shall be based upon the following types of evidence:

1. Peer-reviewed publications.
2. Non-peer-reviewed publications in philosophical books and journals.
3. Philosophical publications in non-philosophical venues.
4. Unpublished manuscripts and works-in-progress.
5. Published reviews and commentaries.
6. Self-assessment of the nature and quality of one's scholarly program and accomplishments.
7. Grant applications and funded research.
8. Evidence of presentations at professional conferences.
9. Comments from philosophers and other academics evaluating scholarly contributions.
10. Evidence that scholarly work is being incorporated into teaching.
11. Participation in scholarly activities, such as NEH summer seminars.
12. Awards and honors for scholarship.
13. Citations of published work.”

1-5, 7, 8, 10, 11, 12, and 13 are particularly relevant for evaluating the quality of research produced by the Department as a whole. During the period of review, our publications include: 15 books; 92 articles; 26 reviews; 6 external grants; and over 160 conference presentations. See Table 1.2 above; and faculty CV's in the appendix. Our Department Standards do not specify how many publications individual faculty must have in order to be promoted; in fact, they specifically state that “Quantity does not substitute for quality.” Nor will we specify how many publications the Department as a whole must produce during 2013-2019. That said, we believe that our current numbers (1.5 books/per capita; 9.2 articles/capita; and 6 external grants) are, frankly, staggering for a department that teaches a 3-3 load. It should be noted that within the discipline of Philosophy, most publications are articles, rather than books; nearly all articles and books are single-authored; and few Philosophy departments have established successful track records of getting external grants.

For a complete list of our **Student Learning Goals**, see Appendix VI. The Department assesses whether students are satisfying those goals in accordance with our assessment plan. We read and assess hundreds of papers every semester. See our 2011-2012 Assessment Report in Appendix VI. We believe a graduate of the philosophy program should satisfy those learning goals; see the aforementioned Assessment Report.

B. Explain how [the] long term plan implements the University’s mission, goals and strategies and the unit’s goals.

See Table 1.1 above, in Section I.A.

C. Explain what kind of evidence will be used to measure the unit’s results in pursuit of its goals, and how it will collect and analyze such evidence.

With respect to most of the goals in our strategic plan, we take the evidence to be obvious (e.g., we either held a Symposium, or we didn’t.) We have specified evidence with respect to Teaching and Research in B above. With respect to goals that involve data collection—e.g. gender and ethnicity in Phil Majors in the CSU and UC; retention and graduation rates of Phil Majors in the CSU and UC—we plan to contact Philosophy Department Chairs. We will also contact the American Philosophical Association for any national data that it might have; and will consult recent philosophical publications on this topic, e.g. *Hypatia* 2012. For data at CSUF, we will contact our College, and the Office of Analytical Studies.

D. Develop a long-term budget plan in association with the goals and strategies and their effectiveness indicators. What internal reallocations may be appropriate? What new funding may be requested over the next seven years?

The Philosophy department is flourishing, despite its shrinking budget. (We recognize that many other departments also have shrinking budgets.) Currently, the only way for us to attain our research goals is to internally allocate funds to support a 3-3 load for T/T-T faculty. We have some hope that a 3-3 load may eventually become the official norm. In the last five years, CSUF has made excellent progress in supporting research through internal grants and course-releases; and in allowing departments some flexibility in internal allocations, provided that FTES targets are met. That work on behalf of the university is clearly paying off in our department. In the words of CSUF Missions and Goals, CSUF has “supported faculty research and grant activity” that has indeed led “to the generation, integration and dissemination of knowledge” by the Philosophy department. We enthusiastically support the university programs and policies that have made this possible. We hope this trend continues.

PT budget. In the meantime, with respect to annual **PT budgets**, the Philosophy Department suggests a slow increase in FTEF in accordance with slow and steady growth. Our current FTEF is 17.1, though it appears as 16.8 on our 2012-13 PT budget. We suggest the following slow increase, combined with slow reduction of SFR. (It is our understanding that H&SS has the highest SFR on campus.) See Table 7.1 below.

Table 7.1

Year	FTEF	Residual FTEF	PT Budget before Transfers and Augmentations	SFR	FTES
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2013-2014	17.5	8	\$379,760	26.8	469
2014-2015	17.8	8.3	\$394,001	26.8	477
2015-2016	18.8	8.3 (hire T-T)	\$394,001	26	488
2016-2017	18.8	8.3	\$394,001	26	488
2017-2018	19.0	8.5	\$403,495	26	494
2018-2019	20.0	8.5 (hire T-T)	\$403,495	25.5	510

Operating budget. The Philosophy Department, is currently functioning on an **Operating budget** of \$17,695 for 2012-13. Our O&E budget was ‘readjusted’ so as to allocate more funds to the budgets of smaller departments and larger departments in our College. Other medium-sized departments also had their O&E ‘readjusted’. The College then had a cut. In one academic year, our O&E budget was reduced by 26%. We must say that our current O&E budget is unacceptable. As a result, we will not be able to host a graduation reception for our students. Every year for the last several years, we have had two luncheons at our Symposium: one for alumni; one for students and speakers. We may not be able to afford that this year.

We would like to see our O&E restored to its 2011-12 amount of \$24,000. We would like to see an additional \$2000 in **travel funding** for each T/T-T faculty member/year. On average, each T/T-T philosopher travels to more than 2 conferences/year. (We presented at more than 160 conferences.) Our department has demonstrated that those conference presentations result in publications. Travel is costly, and faculty are no longer receiving regular raises. We would also like \$5000 in travel funding for our PT faculty/year. This would bring our total Operating budget to \$49,000/year:

- \$24,000 baseline
- \$20,000 travel T/T-T faculty
- \$5000 travel PT faculty

Restoration of ASA-II position. We would like this done as soon as possible. See Section VI.

FullPhil research conferences. The Department has successfully hosted two international research conferences during the review period. Both have produced books. The Empathy Conference, 2006, produced *Empathy: Philosophical and Psychological Perspectives*, ed. Amy Coplan and Peter Goldie (Oxford University Press, 2011). The Virtue/Vice Conference, 2008, produced *Virtue and Vice, Moral and Epistemic*, ed. Heather Battaly (Blackwell, 2010). We plan to hold two more FullPhil research conferences during the period of our next review. Planning for the 2014 conference on “Developing Virtue: Empirically Informed Perspectives from East and West” is already

underway. Each of these conferences costs approximately \$30,000. We would be grateful for funds from the following offices:

Dean:	\$3000
VPAA:	\$5000
IT:	\$5000
Admin&Finance:	\$5000
President:	\$5000

Misc Course Fees. Our College currently allocates the Philosophy Department \$2000 for Misc Course Fees, and asks us to apply for all additional Misc Course Fees. The application process is not conducive to requesting funds for speakers to visit our classes. We request an initial allocation of \$4000 for Misc Course Fees. This will cover up to 8 speakers to visit our classes.

Course-Releases for Additional Service work. Assessment: The Philosophy Department is happy to help the GE committee assess Critical Thinking, provided that this work is incentivized with a course-release for a faculty member.

Diversity in the Phil Major: the Philosophy Department is excited about developing strategies for increasing diversity in the Philosophy Major. See our Goal VII, Initiative B in our Strategic Plan. Analyzing this data, and developing strategies will require intensive faculty work; work that we want to do. We ask that this work be supported by a course-release for a faculty member.

Retention/Graduation Rates: the Philosophy Department looks forward to receiving more data about graduation rates and retention. See our Goal VII, Initiative D in our Strategic Plan. Analyzing this data, and developing strategies will require intensive faculty work; work that we want to do. We ask that this work be supported by a course-release for a faculty member.