ANNUAL PROGRAM REPORT

College	CLASS
Department	Philosophy & Religious Studies
Program	BA Philosophy
Reporting for Academic Year	2021-2022
Last 5-Year Review	Sp 2021
Next 5-Year Review	Sp 2026
Department Chair	Christopher Moreman
Author of Review	Moreman
Date Submitted	Oct. 2, 2022

I.   **SELF-STUDY** *(suggested length of 1-2 pages)*

A. Five-Year Review Planning Goals

Curriculum
- Monitor GE for potential incentive to change.
- Review experience with virtual teaching during COVID with an eye to potential expansion of online offerings.

Assessment
- Implement student dossier collection for faculty review and assessment

Student Success
- Maintain online activities to encourage and foster student community (i.e. Philosophy Society, Discord, speakers, conference)
- Maintain involvement with the student journal, *Reflections*, and other opportunities for collaboration outside the classroom.
- Promote Liberal Arts programming through outreach beyond the university, in collaboration with other departments in CLASS.
- Explore new online events to reach more students, perhaps in collaboration with other departments.
- Hope for level of Majors to increase.

Faculty
- Address the continuing imbalance between lecturer and regular faculty, and impending retirements exacerbating this situation, with continued request for new tenure-track hires.
- Address the lack of diversity among our faculty and curriculum through these same tenure-track requests.

Resources
- Increase regular faculty count

- Improve level of staffing to the department
- Increase assigned time for department chair
- Maintain and increase library holdings, especially in Religious Studies

B. Progress Toward Five-Year Review Planning Goals

With a 5-year review just submitted in spring 21, there is not a great deal to update at this time. Important notes are indicated below.

Curriculum
- Monitor GE for potential incentive to change.
  - Took advantage of UDC recertification to revise many of our courses
    - Changed grade structure for A3 to assist DFW rates
    - Added online modalities to almost all courses
    - Adjusted Overlays and UDC/UDD areas to better reflect course content
- Review experience with virtual teaching during COVID with an eye to potential expansion of online offerings.
  - We have gained approval for our degree to be offered online. We have requested that it be advertised as hybrid, such that students can expect to be able to complete some of their coursework online, if they choose. We made this decision after our collective experience with COVID, and a general recognition of the possibilities offered by online instruction.

Assessment
- Implement student dossier collection for faculty review and assessment
  - Assessment is ongoing. Dr. Craig Derksen is acting as the department Assessment coordinator.

Student Success
- Maintain online activities to encourage and foster student community (i.e. Philosophy Society, Discord, speakers, conference)
  - The online presence remains robust, with guest speakers planned to Zoom in and student meetings continuing on Zoom and discord. Some student meetings have been held in the CORE building, but the students have maintained an online stream of in person meetings for those who cannot attend in person.
- Maintain involvement with the student journal, *Reflections*, and other opportunities for collaboration outside the classroom.
  - A2E2 funds were awarded to the department to allow students to do additional work on publishing the journal.
- Promote Liberal Arts programming through outreach beyond the university, in collaboration with other departments in CLASS.
- Explore new online events to reach more students, perhaps in collaboration with other departments.
- Hope for level of Majors to increase.

- The department continues to engage with any and all recruitment activities presented to us by the administration.

Faculty
- Address the continuing imbalance between lecturer and regular faculty, and impending retirements exacerbating this situation, with continued request for new tenure-track hires.
- Address the lack of diversity among our faculty and curriculum through these same tenure-track requests.

Resources
- Increase regular faculty count
- Improve level of staffing to the department
  - We have already seen our level of department staffing reduced from .67 to .5 staff support, and worry about the department's capacity to meet deadlines, etc.
- Increase assigned time for department chair
- Maintain and increase library holdings, especially in Religious Studies
  - The department has met with our new library liaison and feel confident in the direction that the library holdings are moving in terms of maintenance and openness to additional materials.

C. Program Changes and Needs

Overview: Moving from COVID remote teaching back to normal modalities, we have, as a department, elected to make some changes in light of what we have learned. Most importantly, we have gained approval to have the program recognized for online modality. We intended to maintain a primarily-on-ground degree, so we will advertise the program as a hybrid one, allowing students to complete some of their degree requirements online, if they so choose.

We remain a strong desire to see our major numbers increase. Online hybridity may help in this area. Otherwise, we continue to participate in university recruitment efforts.

We are finding it difficult to work with the current administrative resources. Primarily, the amount of assigned time for chair duties is insufficient to complete all of the work expected. Coupled with this is the reduction in support staff.

Curriculum: With the experience of a year of virtual teaching, and expectations that COVID will continue to pose serious health concerns, we have proposed more flexible teaching modalities for almost all of our courses after being granted approval to become an online program.

With the massive task of recertifying all Upper Division C courses this year, the program has made revisions to almost all courses to add the possibility of online modality so that we have the flexibility in offering for the future. These revisions have also given us room to modify some course titles and descriptions, to remove superfluous courses that have been taught in a long time, and to adjust GE and Overlay requirements to better reflect the current content of specific courses, and the ways in which these are being

taught by current faculty. We have also added several new courses, most notably two lower division C2 courses specifically designed for Nursing students.

Students: While the department maintains its online presence, encourages student community, remains in contact with several alumni, and participates in university-driven recruitment activities, we recognize that individual departments have little effect on actual numbers of majors. We do continue to offer a large number of GE courses, and have and continue to make changes to course content and presentation in order to appeal to students, but we continue to seek assistance from the university more broadly in order to bolster our numbers. We hope that the flexibility of adding online offerings to our mix of courses might increase our major count.

Faculty: We were recently informed of a decision by Health Sciences to cease recognizing our Bioethics course as credit for their students. This decision has several ramifications. For one, as a service course, Bioethics has represented a significant proportion of our enrollments; in fall 2021, we were offering 6 sections, with about 30 students per section (180 students). It is yet to be determined what the effect of this drop in enrollment will be for our current faculty.

Furthermore, it is apparent from this decision that we no longer require an expert in Bioethics for the department. This position, originally supported by Health Sciences, was originally envisioned as one that would work with lecturers in Health Sciences.

We will prioritise the hiring of new regular faculty to address diversity issues, especially in Latin-American and African-American philosophies. We expect one regular faculty member to begin FERPing in 2023, and another has announced plans to retire in 2028. We are already the department with the lowest number of regular faculty members (4.8) and need to work to bolster our ranks even before the separation of additional faculty members.

Staff: Since we submitted out 5-year review, we have learned that the CLASS Dean's office has cut our department's staffing budget. We had previously been sharing 2 full-time staff members with the departments of Modern Languages & Literatures and History, giving each department the equivalent of .67 staff support. With the retirements of both staff members, we will now share a single staff member, newly hired to the university, with History, giving each department only .5 staff support.

We remain gravely concerned about the negative implications of the lowered level of staff support to both our departments. In the first year of this arrangement, we have expererienced no severe disruption in our level of service, though the department faculty have had to institute slowdowns in office requests during particularly busy times for the administrative staff.

Our 5-year review indicated the need for improved levels of staff support, and the external reviewer recommended that the university, "Increase the department's staff support," remarking that, "it cannot possibly be diminished any further in light of the increased burdens of advising, mentoring, assessment, program review, and staffing and review of lecturer faculty." We must call attention to the fact that we have, in fact, seen the level of staff support to our unit diminished less than one year later.

<u>Resources</u>**:** Aside from people, we have no considerable needs at this time. The possibility remains that office space in SF will become an issue in the not-too-distant future since we do not have access to any additional single-occupancy offices, if such should be needed.

        The single most important need for the department is additional assigned time for the department chair. With only 9 wtu annual assigned time, there is not enough time to get all of the work done that is expected. The department chair has been successful in obtaining assigned time from other sources (FSG, Exceptional Support for Students), but such requests themselves take time, and they are not guaranteed. Without an increase in assigned time for the chair, the department will fail to meet certain deadlines in the future, especially given the increase in bureaucratic workload that proliferates more each year.

<u>Assessment</u>**:** See the assessment report below.

<u>Other</u>**:** Nothing additional to report at this time.

II.   SUMMARY OF ASSESSMENT *(suggested length of 1-2 pages)*

A.   Program Learning Outcomes (PLO)

1. write clear, academically rigorous, argumentative essays. (ILO 1, 2, & 6)
2. read complex texts, create original arguments, analyze the arguments of others, and express these criticisms orally and in writing. (ILO 1, 2, 4, & 6)
3. demonstrate knowledge of philosophical and/or religious traditions, their relevant concepts, theories, methods, and historical contexts. (ILO 6)
4. develop their capacities for ethical decision making, Socratic humility, openness to the ideas of others, reflective self-awareness, and a life-long curiosity about big questions. (ILO 1, 2, 3, 5, & 6)
5. cultivate an appreciation for a diversity of ideas and values across time and for human difference in areas such as: religion, culture, ethnicity, race, class, sexuality, and gender. (ILO 3, 4, 5, & 6)

B.   Summary of Assessment Process
Year 1: 2021-2022

Which PLO(s) to assess

    2. read complex texts, create original arguments, analyze the arguments of others, and express these criticisms orally and in writing.

Is it aligned to an ILO?

    Yes

If yes, list ILO.

    demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.

Course name and number

PHIL 300 - Reasoning and Writing for Philosophy Majors

SLO from course
> read complex texts, create original arguments, analyze the arguments of others, and express these criticisms orally and in writing.

Assessment activity
> Students will hold a conference where faculty will be invited to attend to evaluate the PLO and will discuss afterwards

Assessment Instrument
> Conference/Workshop

How data will be reported
> Results will be reported at workshop and shared with the department afterwards

Responsible person(s)
> Chair and department faculty

Time (which semester(s))
> Fall

Ways of closing the loop
> All department members will be invited and consulted. Emphasis will be on real results rather than abstract data.

C. **Summary of Assessment Results**
Main Findings:
> Conference was a huge success. An especially notable benefit was the exposure for 1st generation students to an academic conference format.

Recommendations for Program Improvement:
> Continue to encourage and support initiative among faculty for their passion projects among students.

Next Step(s) for Closing the Loop:
> Share individual projects broadly toward the goal of increased department participation when applicable.

Other Reflections:
> Including students in faculty projects is a great tool.

D. **Assessment Plans for Next Year**
Year 2: 2022-2023

Which PLO(s) to assess

4. develop their capacities for ethical decision making, Socratic humility, openness to the ideas of others, reflective self-awareness, and a life-long curiosity about big questions

Is it aligned to an ILO?
> yes

If yes, list ILO.
> act responsibly and sustainably at local, national, and global levels

Course name and number
> N/A: annual essay contest for PHIL majors used to collect samples of student writing

SLO from course
> N/A: see above

Assessment activity
> annual essay contest for PHIL majors used to collect samples of student writing

Assessment Instrument
> Submissions for journal, journal will be shared and discussed with former majors

How data will be reported
> written communication

Responsible person(s)
> Chair and department faculty

Time (which semester(s))
> Spring

Ways of closing the loop
> All faculty will be invited to evaluate submissions and the journal will be shared widely.

II. <u>**DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS**</u> (suggested length of 2 pages)

   A. Discussion of Trends & Reflections Notable Trends;
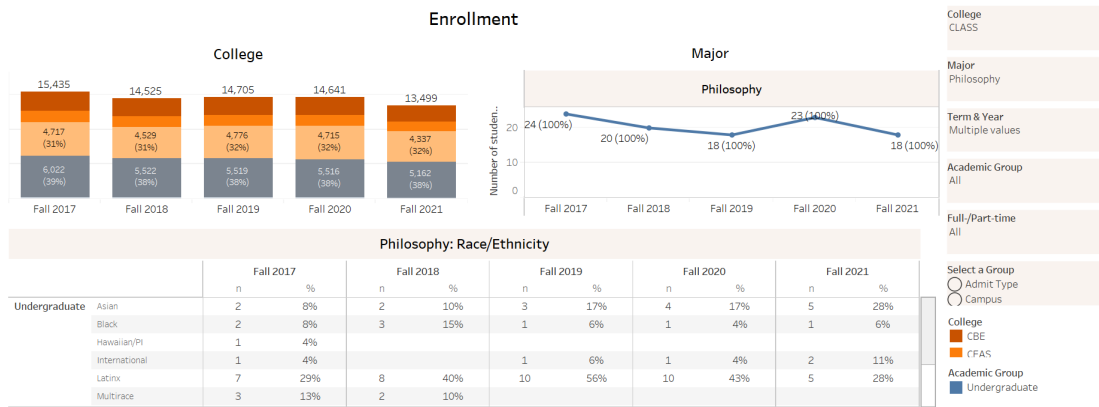
Notable Trends
<u>Majors</u>: Conversion to semesters saw our Major total drop significantly as many students graduated out. We had 33 Majors in Fall, 2016, but the number has hovered around 20 Majors since then. Our Minor numbers have risen from 3 in 2019 to 12 in 2021 (plus 1 Minor in the new Religious Studies Minor). Philosophy & Religious Studies are fields
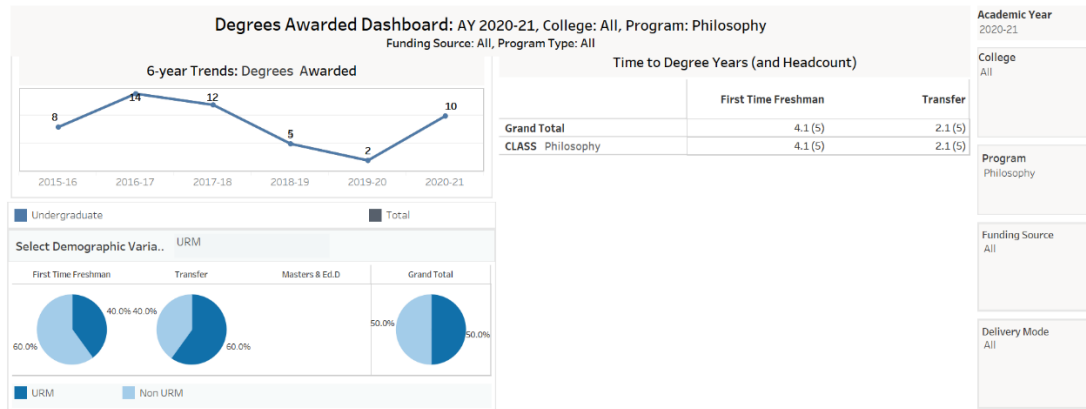
that tend to attract low numbers of majors nationwide, but we are hopeful that we will see our numbers return to the pre-semester norm of between 30-35 annual Majors soon.

Faculty: The main problem we see in terms of faculty is in the high level of imbalance between regular and lecturer faculty. While we did successfully hire one new regular faculty member in 2020, our ratio of lecturer to regular faculty moved from 74% lecturers to 60%, still far below the university target for faculty balance. We currently have less than 5 regular faculty members in our department (4.8 with Dr. Eagan's cross-appointment), leaving us with the smallest contingent of regular faculty of any department on campus.

Data
Majors

Enrollment

College: CLASS
Major: Philosophy
Term & Year: Multiple values
Academic Group: All
Full-/Part-time: All
Select a Group: ◯ Admit Type ◯ Campus
College: ▮ CBE ▮ CFAS
Academic Group: ▮ Undergraduate

College

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Total	15,435	14,525	14,705	14,641	13,499
	4,717 (31%)	4,529 (31%)	4,776 (32%)	4,715 (32%)	4,337 (32%)
	6,022 (39%)	5,522 (38%)	5,519 (38%)	5,516 (38%)	5,162 (38%)

Major — Philosophy (Number of students)

Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
24 (100%)	20 (100%)	18 (100%)	23 (100%)	18 (100%)

Philosophy: Race/Ethnicity

		Fall 2017 n	Fall 2017 %	Fall 2018 n	Fall 2018 %	Fall 2019 n	Fall 2019 %	Fall 2020 n	Fall 2020 %	Fall 2021 n	Fall 2021 %
Undergraduate	Asian	2	8%	2	10%	3	17%	4	17%	5	28%
	Black	2	8%	3	15%	1	6%	1	4%	1	6%
	Hawaiian/PI	1	4%								
	International	1	4%			1	6%	1	4%	2	11%
	Latinx	7	29%	8	40%	10	56%	10	43%	5	28%
	Multirace	3	13%	2	10%						

Graduation/Degree Data

Degrees Awarded Dashboard: AY 2020-21, College: All, Program: Philosophy
Funding Source: All, Program Type: All

Academic Year: 2020-21
College: All
Program: Philosophy
Funding Source: All
Delivery Mode: All

6-year Trends: Degrees Awarded

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
8	14	12	5	2	10

▮ Undergraduate ▮ Total

Time to Degree Years (and Headcount)

	First Time Freshman	Transfer
Grand Total	4.1 (5)	2.1 (5)
CLASS Philosophy	4.1 (5)	2.1 (5)

Select Demographic Varia.. URM

First Time Freshman	Transfer	Masters & Ed.D	Grand Total
60.0% / 40.0%	40.0% / 60.0%	50.0%	50.0% / 50.0%

▮ URM ▮ Non URM

Instructor FTE

APR Instructor Summary: Fall Term as of Census
Headcount and FTE of appointed regular faculty, lecturers, TAs, and librarians

		Term & Year							AcademicYe..	Multiple values
		Fall 2019		Fall 2020		Fall 2021		Term	Fall
Lead Dept.	Dept.	n	FTE	n	FTE	n	FTE	Lead Dept.	Multiple values
10100 - CLASS	10800 - Philosophy	14	9.73	13	9.30	13	9.40	Dept.	10800 - Philos..
	Total	14	9.73	13	9.30	13	9.40	Instructor C..	All
Grand Total		14	9.73	13	9.30	13	9.40		

FERP — All

Make a selection in the table above to filter charts further

Metric
FTE

Total FTE Over Time

9.73 (Fall 2019)
9.30 (Fall 2020)
9.40 (Fall 2021)
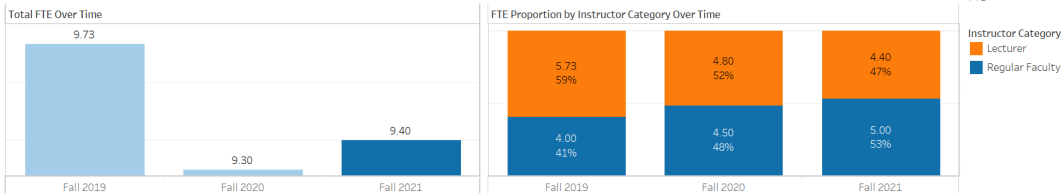
FTE Proportion by Instructor Category Over Time

Instructor Category
■ Lecturer
■ Regular Faculty

Fall 2019: Lecturer 5.73 59%, Regular Faculty 4.00 41%
Fall 2020: Lecturer 4.80 52%, Regular Faculty 4.50 48%
Fall 2021: Lecturer 4.40 47%, Regular Faculty 5.00 53%

B. Request for Resources *(suggested length of 1 page)*

1. Request for Tenure-Track Hires:
    We do need additional tenure-track faculty to address the issue of diversity, the impending retiring of current faculty, and the ongoing imbalance between regular and lecturer faculty (as indicated on the table above).

    Our primary aim is to hire a faculty member specializing in the area(s) of Latin-American and/or African-American Philosophy. An advertisement in both areas would be more likely to attract a broad pool than focusing on one or the other immediately. Both areas are critical to meeting our students where they are and addressing current trends.

2. Request for Other Resources
    The department chair requires additional assigned time in order to complete all of the work required of the position.

    Our reduction in departmental staff is also troubling. We have been cut from 2/3 of staff support to only 1/2. We would operate more effectively with a dedicated staff person, as is the norm across other departments.