California State University, East Bay

5-Year Program Review for
Dept. of Philosophy
2012-2013

Self Study and 5-Year Plan approved by faculty on: [March 4, 2013; 3 Yea; 0 Nay; 1 Abstain]
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DEPARTMENT OF PHILOSOPHY
FIVE-YEAR REVIEW AND PLAN

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1. **Summary of the Program**
The following is divided into sections corresponding to those of the report.

(2) Self-Study
The department succeeded in meeting several of its primary goals. The department revised the Minor in philosophy, completed a successful hire in Religious Studies, and maintained a strong presence in the Freshmen Cluster program, a distinctive element of the CSU East Bay student experience. The department increased its number of majors, and has actively participated in various university recruitment efforts.

Dr. Moreman redesigned elements of the major for which he was hired, resulting in the addition of several new courses in Religious Studies, in addition to one new cross-listed course (with Ethnic Studies) in African-American philosophy.

The department fosters an active Philosophy Student Society, publishes a journal of student papers called *Reflections*, and annually awards Paul Bassen scholarship prizes.

Those goals that the department failed to make progress upon lie outside the department’s control.

The department made efforts to reintroduce the Minor in Religious Studies, to reconfigure the department’s Options (moving from what had originally been 4 to a planned 2), and to rename the department. These efforts were thwarted by administration. We remain intent on reintroducing the formal programs and name change to accurately reflect the contents of the program and the educational credentials students receive from our curriculum.

The previous five-year review’s MOU made two recommendations: that the department continue 1) assessment activities, and 2) to apply for new tenure track hires. We have consistently submitted proposals for a tenure track position in the Philosophy of Science, especially important in the context of the drive for STEM education, and intends to continue until our faculty has been replenished.

(2.1.3 & 2.1.4) Faculty and Student Achievements
The faculty has been productive and successful over the past five years. All of the four permanent faculty received promotions. The faculty have produced a number of books, peer-reviewed journal articles, reviews, and book chapters. The lecturer faculty have also been prolific in their publishing. The faculty have also been active in acquiring grants and in presenting their ideas at national and international conferences. Members of the faculty have also engaged in community outreach, including an invited guest editorial for the *Washington Post*.

Most of the tenured faculty have been active in the university community, sitting on various committees across campus. Dr. Eagan was awarded the Sue Schaefer Faculty Service Award in 2011-2012 for her exemplary service to the university.
Many majors have been formally recognized as recipients of the Paul Bassen scholarship prize, and more have seen their work published in our undergraduate journal. One student also had a peer-reviewed journal article published, co-authored by Dr. Eagan. Many majors participate in the Philosophy Society meetings, taking charge of the club’s activities, planning, and funding.

(2.2) Curriculum and Student Learning
(2.2.1) Assessment
An assessment plan was devised in the year of our last review, using the 5-year review as an opportunity to focus the department’s assessment activities. Due to the severe budget crisis beginning in 08-09, however, the department adopted a new assessment model. The original plan consisted of:

1) The Faculty Assessment of the Touchstone Course Experience
2) The Faculty Assessment of the Capstone Experience
3) Major/Minor Focus Groups
4) Alumni Surveys

Budget cuts, furloughs, and the loss of our departmental staff member, severely limited our ability to conduct assessment activities in 09-10. Still, the department conducted a survey of Philosophy majors and continued contact with alumni.

A new departmental Assessment Plan was completed and approved during the 10-11 academic year. In its draft form, this plan includes:

1) A revision of our mission statement
2) A revision of our program SLOs.
3) Surveys of Alumni and Current Majors (in alternating years).
4) A system of portfolio assessment for majors.

During this transformative process, Dr. Moreman participated in the CLASS Assessment Group and developed our major survey, and Dr. Eagan piloted our portfolio plan. Other assessment activities included a video produced by Drs. Hall and Eagan including student interviews, which was shared during the University’s Diversity Day celebration. The department also instituted a policy by which all online or hybrid courses will be open to department faculty for review and comment.

(2.2.2) Curriculum
(2.2.2.1) Religious Studies
Since the hire of Dr. Moreman in 2008 (intended to build upon the department’s offerings in Religious Studies), the department has increased and clarified its offerings in Religious Studies, with the addition of 6 new courses, and the revising of 5 courses that had already been on the books. Dr. Moreman developed an option and a renewed Minor in Religious Studies, but a moratorium on new programs has left Religious Studies embedded within Philosophy in a manner that is unclear to students. The department has tried improving the program’s visibility by redesigning the curriculum path, though re-introduction of the option and minor remain necessary.
(2.2.2.2) Online Courses
The department has taken a cautious approach to online education, instituting a policy by which all online or hybrid courses offered are submitted to an open evaluation by all members of the department. The department has successfully run one online course and four hybrid courses, with an additional online course approved to begin in Spring, 2013.

(2.2.2.3) General Education
The department is heavily engaged in offering GE to the university as a whole, with all courses qualifying for C2 or C4 Humanities credit, and is especially involved in the important Freshman Cluster program, now participating in 7 clusters.

(2.2.2.4) Concord Campus
The department continues to service Concord campus as requested, including an online iteration of the course scheduled for Spring, 2013.

(2.2.2.5) Multi-cultural Learning
The department has emphasized multi-cultural learning in its learning outcomes, and offers many courses dealing with race, gender, sexuality, and religion. Department members have routinely been involved in campus activities fostering multi-cultural learning.

(2.2.2.6) Comparison with other departments
The department’s offerings compare favorably with those of departments nationally. The diversity of courses offered is impressive given the small number of faculty. Our department has been successful in placing majors in graduate programs, thus guaranteeing our reputation for the successful transition of students to graduate studies.

(2.3) Students, Advising, and Retention
The numbers of majors are small when compared to other majors offered on our campus, but are proportionally consistent with the number of Philosophy majors nationwide.

The department continues to offer diverse curriculum and participate in diversity activities both on and off campus in an effort to encourage a diverse student population.

Appendix E illustrates the steady reduction in faculty headcount experienced by the department since our last review. The previous five-review showed a reduction of TT faculty from 6 to 3, where we remain another five years later.

The data shows that our average number of sections per quarter has dropped from 27.4 in 07-08 to 19.3 in 11-12. Also observable from this data is an increase in average class sizes from a low of 24.6 in 07-08 to 32.3 in 11-12. When viewed in terms of Student/Faculty Ratios, the department has consistently exceeded the college SFR by an average of 4.02 points.
(2.4) Faculty
The department has consistently applied for new tenure-track positions, to no avail. The department requires at least 3 new hires in the very near future, filling several gaps that have not been replaced through attrition over the last six years.

(2.5) Resources
Our most pressing need is adequate library resources. Aside from increasing the book collection, the department requires ample access to relevant journal databases, especially in Religious Studies. Appendix F provides a report from the department’s library liaison.

(3) Five-year Plan
(3.1) Curriculum
The department intends to move forward with plans to have the department’s offerings in Religious Studies recognized. We intend to re-institute two options (Philosophy and Religious Studies), and to re-introduce the Minor in Religious Studies.

The department is also exploring online offerings, including the newly introduced Critical Thinking course. We will continue to offer sections of the Critical Thinking course for Concord as needed, with the possibility that an online section might bring students across both campuses together in the same online environment.

The department intends to maintain its commitments to GE both in the distinctive Freshman Clusters and Upper Division Humanities. In order to mitigate the impact of the low-capped cluster courses, the department will explore alternative possibilities for scheduling.

(3.2) Students
We expect to see the number of majors remain constant, with some possibilities for growth through increased visibility, and efforts to work with PEMSA in terms of recruitment and outreach. The department has been engaged in a variety of efforts to recruit and retain students, and will continue to do so.

The department anticipates that formal recognition of Religious Studies will produce an increase in majors. Several majors have expressed interest specifically in Religious Studies, though reporting difficulty in first finding the Religious Studies program hidden within Philosophy. We expect that many more students similarly interested in the topic have not been made aware of its availability.

Philosophy courses prepare students for important critical thinking, reasoning, and communication skills. Recent trends in hiring indicate an increasing awareness among employers of the importance of such skills. Advising is delivered by all faculty members, tailoring a student’s curriculum to his/her particular interests. The new curriculum path will also help students realize the many possibilities that exist for them in taking a degree in our program.
As the department recently adopted revised Student Learning Outcomes, which align with those of the university, we do not foresee the need for further revision of them.

(3.3) Faculty
We currently have 2.6 regular faculty, 1 faculty member in the first year of his FERP, and 1 full-time lecturer. This represents a serious decline from 6 ahead of 2007. Currently, the 3 regular members of the department (Eagan, Hall, and Moreman) shoulder the weight of diverse committees, assessment, advising, and other reports. The department requires a further commitment of faculty resources in the form of tenure-track faculty in order to balance the distribution of service, to expand and invigorate core curriculum in specific areas.

The current chair was appointed to a 3-year term with the proviso that the department merge with another department under threat of losing release time, all but the minimum stipend, and departmental S&S funding (see Appendix G). This situation is not conducive to a positive climate of collaboration between faculty and administration. The department’s plans for its programming remain unchanged by any administrative threat to the department as a unit.

(3.4) Other Resources
The current level of resources is insufficient to meet all needs. Uncertainty surrounding the university’s current Planning for Distinction initiative, efforts by the administration to force the Philosophy Department to initiate a departmental merger, and the possibility of forming a School of Humanities makes it difficult to know what resources will be available going forward.

The department currently shares a Staffing Center with 3 other departments. Discussions with the office staff have indicated that the Center requires a minimum of 2 full-time staff members, where there is currently only 1. Any School of Humanities would similarly share office staff, and the level of staffing would need to adequately reflect the number of departments involved. The administration’s threat to eliminate S&S funding to the department would make it impossible to meet the needs of education and research in removing basic equipment as paper and pencils. Office equipment is aging, but uncertainty surrounding the Center has made long-range co-operative planning difficult.

Current library databases do not include either of the two most important databases for the study of religion (EBSCO Religion, ATLA).

The current level of travel funding offered ($800-$1500) is often insufficient to meet costs associated with travel to international conferences. Since this amount is normally allocated annually to each faculty member, those attending more than one conference in a given year may not receive adequate funding, thereby limiting possibilities.

In order to meet the basic needs of education and research, let alone to improve them, will require: 1) a Staffing Center of at least 2 full-time administrative assistance shared across 3 or 4 departments; 2) an immediate injection of one-time S&S
funding to allow for the purchase of big-ticket office equipment (again, shared across departments); 3) an increase in the amount and availability of conference travel funding, especially for international conferences and for faculty members participating in multiple conferences in a given year; and 4) that the current level of S&S funding be maintained going forward.
2. **Self-Study**

2.1 **Summary of Previous Review and Plan**

The department succeeded in meeting several of its primary goals. The department revised the Minor in philosophy, completed a successful hire in Religious Studies, and maintained a strong presence in the Freshmen Cluster program, which is a distinctive element of the CSU East Bay student experience. The department increased its number of majors of the last five years, and has actively participated in various recruitment efforts by the university.

The new hire in Religious Studies redesigned elements of the major for which he was hired, resulting in the addition of several new courses in Religious Studies, in addition to one new cross-listed course (with Ethnic Studies) in African-American philosophy.

In addition to recruitment and retention efforts, the department also fosters a very successful and active Philosophy Student Society, publishes an annual journal of student papers called *Reflections*, and annually awards Paul Bassen scholarship prizes to the top two essays submitted by majors.

Those goals that the department failed to make progress upon do not lie within the department’s control.

The department made several efforts to reintroduce the Minor in Religious Studies, to reconfigure the department’s Options (moving from what had originally been 4 to a planned 2), and to rename the department from Philosophy to the more accurate Philosophy and Religious Studies. All of these efforts have been thwarted by administration: the name change passed through all committees and was approved by Academic Senate only to be denied by the president for unknown reasons; attempts to reintroduce programs have been blocked by the imposition of a moratorium on new programs. The department remains intent on reintroducing the formal programs and name change that will accurately reflect the contents of the program and the educational credentials students receive from our curriculum.

Further, the previous five-year review’s MOU made two recommendations: 1) that the department continue with its assessment activities (which we have; see below), and 2) that the department continue to apply for new tenure track hires. We have consistently submitted proposals for a tenure track position in the Philosophy of Science, especially important in the context of the drive for STEM education. We came closest to receiving approval for the position last year when we were ranked in the second-highest category of proposals, as “Recommended” but not “Highly recommended.” The department has submitted a new proposal this year, and intends to continue doing so until our faculty has been replenished.

2.1.1 **Year-by-year Summary – Goal Progress**

Below is a summary of the department’s goals and progress towards them year-by-year since our last review.
07-08 Goal Progress
The Philosophy Department accomplished the following goals during the 2007-2008 academic year, which themselves were reflected in Philosophy's 06-07 Five Year Review document:

- The Philosophy faculty revised and streamlined the Philosophy minor.
- The Philosophy Department participated in a (then) record five Freshman Clusters.
- The number of Philosophy majors increased to 35.
- The Philosophy Departments FTEs steadily increased.
- The Philosophy Department conducted a tenure-track search for a faculty member in Religious Studies, which was ultimately successful.
- The Philosophy faculty approved a new course in African American Philosophy.

In addition to these stated goals, the Philosophy Department also enjoyed success in the following areas:

- Philosophy students and faculty sustained the energy and enthusiasm for our student club, the Philosophy Society, averaging 25 people in attendance per meeting.
- We continued publication of our on-line student journal, Reflections, showcasing our students' work.
- The department awarded the first annual Prestigious Bassen Prize, an essay contest with a small scholarship award.

Our future goals moving forward included:

- Continuing our success in the areas of increasing the numbers of majors, increasing FTEs, student activities, and curricular innovation.
- Hiring new tenure track faculty members in the areas of Philosophy of Science and in the History of Philosophy.

08-09 Goal Progress
The Philosophy Department accomplished the following goals during the 2008-2009 academic year, which were reflected in Philosophy's 07-08 Annual Report:

- The Philosophy Department successfully filled their tenure-track position in Religious Studies, welcoming Assistant Professor Christopher Moreman in Fall '08.
- The Philosophy Department continued its participation in five Freshman Clusters.
- The number of Philosophy majors increased from 35 to 42; and we remained at 10 minors.
- The Philosophy Departments FTEs have steadily increased.
- The Department added four new courses: PHIL 2003 Introduction to Judaism, Christianity, and Islam, PHIL 3430 The Bible and Film, PHIL 3431 Cults and New Religious Movements, PHIL/ES 3721 African American
Philosophy, and had two more proposals before the CLASS Curriculum Committee.

Our future goals consist of:
- Continuing our success in the areas of increasing the numbers of majors, increasing FTEs, student activities, and curricular innovation.
- Hiring new tenure track faculty members in the areas of Philosophy of Science and in the History of Philosophy.

09-10 Goal Progress
The Philosophy Department has accomplished the following goals stated in its 08-09 Annual Report.

- have revised the Philosophy Major (subject to approval by the Academic Senate) and have continued our success in the areas of increasing the numbers of majors,
- The number of Philosophy majors has increased from 42 to approximately 50; and we remain at an approximate count of 10 minors.
- The Philosophy Departments FTEs have steadily increased in each quarter when compared to 07-08 (relative to allocation, see notes below table):

<table>
<thead>
<tr>
<th>FTEs</th>
<th>07-08</th>
<th>08-09</th>
<th>09-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>79.70</td>
<td>85.87</td>
<td>65.6</td>
</tr>
<tr>
<td>Fall</td>
<td>168.80</td>
<td>174.93</td>
<td>212.8</td>
</tr>
<tr>
<td>Winter</td>
<td>181.6</td>
<td>187.47</td>
<td>161.6</td>
</tr>
<tr>
<td>Spring</td>
<td>192.00</td>
<td>212.80</td>
<td>156.8</td>
</tr>
</tbody>
</table>

* Summer 2009 course offerings were cut from 11 course offerings in Summer 08 to 8 in anticipation of the budget cuts.
* Winter 2010 course offerings were cut from 25 in Winter 2009 to 18 in Winter 2010.
* Spring 2010 course offerings were cut from 29 in Spring 2009 to 15 in Spring 2010.

- The Philosophy Department continues its participation in five Freshman Clusters.
- The Department successfully created two new courses this year: PHIL 3404 *Mysticism* and PHIL 3432 *Monsters, Religion, and Horror*.

In addition to these stated goals, the Philosophy Department also enjoyed success in the following areas:
- Philosophy students and faculty have sustained the energy and enthusiasm for our student club, the Philosophy Society. We have sustained a pace of 3-5 meetings per quarter. These meetings have averaged about 20 people in attendance for each meeting. I think that we can make a case for being among the most successful academic clubs on campus.
• This Spring, we will publish a new edition of our on-line student journal, Reflections, showcasing our students’ work. Students and faculty are currently working on this edition.

• This Spring, the department will award the second annual Prestigious Bassen Prize, an essay contest with a small scholarship awarded to the first and second place winners.

Our future goals consist of:

• Due to the uncertainty of our future allocation, we decided to put revisions to the Religious Studies option, re-creation of the Religious Studies minor, and creation of a new course prefix for the Religious Studies courses on hold for now. However, we remain committed to growing the presence of Religious Studies on campus, and have submitted a request to change the name of the Department to “The Department of Philosophy and Religious Studies”.

• We would still very much like to hire new tenure track faculty members in the areas of Philosophy of Science and in the History of Philosophy as soon as possible.

NOTE: The Effects of the Budget Cuts on the Philosophy Department as of 09-10:

Philosophy usually offers about 70%-75% of their courses with lecturer faculty. This is due to attrition in tenure track faculty through retirements and separations over the past 8 years. If lecturers are cut, departments like ours that are the most heavily reliant on lecturers are being cut the most, though we do the most service to GE and Freshman clusters.

In Spring 2009, we offered 29 courses:
  o 10 of these were A3 Critical Thinking courses required by all native students
  o 7 sections were freshman clusters
  o 3 sections of the popular C4 Cultural Groups and Women upper division course PHIL 3510, Human Rights and Social Justice [Winter 2010 is the first quarter that we have not offered this important course in over 10 years.]
  o 10 of these courses served both majors and students seeking C4 GE.

In Spring 2010, we only offered 14 courses:
  o 2 of these are A3 Critical Thinking courses (and had mammoth waitlists).
  o 5 are freshman cluster sections (Two cluster courses were canceled due to the budget shortfall. Three of these five remaining cluster courses now have caps of 45 instead of 30).
  o PHIL 3510 Human Rights and Social Justice will not be offered.
  o Only 5 courses were available for majors, minors, and students seeking C4 GE courses.
  o One course was taught pro bono by the department chair.
The Philosophy Department lost 3 high-quality lecturers this year due to the budget shortfall: Jürgen Braungardt (3 year entitled), Vida Pavesich (1 year entitled) and Craig Derksen (1 year entitled). Drs. Braungardt and Pavesich were forced into premature retirement. We lost work for Dr. Derksen in Spring 2010. As a result, he lost his H1B Visa status and had to leave the country.

We had no staff member in our department office as of Winter 2010. This significantly increased the workload of the chair and the shared staff member in the History Department. Our summer courses (7 planned in total) were paid exclusively through the hybrid self-support model, requiring an addition $240 student fee per 4 unit course.

10-11 Goal Progress
The story of the previous year’s annual report was the effects of the budget cuts on our program, lecturers, and reduced course offerings. While still feeling the effects, this has been a year of relative stability. Most of our projects this year have involved trying to move forward, grow, and serve our students in spite of reduced resources, staff, courses, and lecturer faculty. We have had several points of good news coming from our alumni, which we will report below.

The Philosophy Department has accomplished (or tried to accomplish) the following goals stated in our 09-10 Annual Report.

• We have continued our success in the areas of increasing the numbers of majors, increasing FTEs (relative to our allocation), student activities (including our very popular student club and online journal), and curricular innovation.

• We submitted a request to change the name of the department from the Department of Philosophy to the Department of Philosophy and Religious Studies, to reflect our growing number of courses in our allied but very different discipline. Though passed through the Academic Senate, this request was not signed by the President. Efforts to re-submit this request have been stopped at the College level.

• We submitted a proposal to revive the Religious Studies Minor. This proposal was blocked by the Interim Dean of CLASS, due to the as-yet unannounced moratorium on new programs.

• We submitted a request for a new tenure track faculty member in the area of Philosophy of Science, but this proposal did not go forward to the Provost’s Office in spite of the STEM initiative.

Even with these setbacks, we remain committed to growing the presence of Religious Studies on campus, and plan to move forward with these proposals for a name change, revived minor, and option in the major as soon as we are able to. We would still very much like to hire new tenure track faculty members in the areas of Philosophy of Science and in the History of Philosophy as soon as possible.

The following reflects the Philosophy Department’s accomplishments during the 10-11 AY:
• The number of Philosophy majors remained steady, with an official count of 45; and an approximate count of 10 minors.
• The department plans to participate in a new-record seven Freshman Clusters next year.
• The Department successfully created two new courses, continuing to develop our curriculum in the area of Religious Studies: PHIL 3430 The Bible and Film and PHIL 3433 Views of the Afterlife. We also successfully offered our cross-listed course PHIL/ES 3721 African-American Philosophy for the first time, increasing the diversity and scope of our curriculum. These courses also serve GE students.
• Philosophy students and faculty have continued to sustain the energy and enthusiasm for our student club, the Philosophy Society. We have sustained a pace of 3-5 meetings per quarter, averaging 20 people in attendance per meeting.
• We continued to publish our on-line student journal, Reflections, showcasing our students’ work.
• The department continued to award the annual Prestigious Bassen Prize, an essay contest with an small scholarship awarded to the first and second place winners.

Our goals for AY 10-11 consist of many of the same goals as 09-10, since some of our projects were put on hold:
• Continuing our success in the areas of increasing the numbers of majors, increasing FTEs, student activities (including our very popular student club and online journal), and curricular innovation.
• Re-creating the Religious Studies minor and major option at our earliest opportunity, along with a departmental name change that would positively reflect the entirety of the department’s offerings.
• Hiring new tenure track faculty members in the areas of Philosophy of Science and in the History of Philosophy as soon as possible.

11-12 Goal Progress
Not unlike 10-11, the Philosophy Department enjoyed relative stability in AY 11-12. Most of our projects this year have involved trying to move forward, grow, serve our students and rebuild our lecturer pool.

The following reflects the Philosophy Department’s accomplishments during the 11-12 AY:
• The number of Philosophy majors and minors increased, with a count of 47; and 14 minors.
• The Philosophy Department participated in six Freshman Clusters this year.
• Philosophy students and faculty have continued to sustain the energy and enthusiasm for our student club, the Philosophy Society. We have sustained a pace of 3 meetings per quarter, averaging 20 people in
attendance for each meeting. One meeting included a trip to Cal to see a
lecture by Peter Singer.
- We continue to publish our on-line student journal, Reflections,
showcasing our students’ work.
- We continue to award the annual Prestigious Bassen Prize, an essay
contest with a small scholarship awarded to the first and second place
winners.
- Though our tenure-track request for a position in Philosophy of Science
was not approved, it was ranked as “Recommended,” just below the
“Highly Recommended” required for positions.

Our goals for AY 12-13 consist of essentially the same goals as in 11-12. If we have
not progressed as much as we would have liked, that can be attributed to the budget
crisis and the policies of CLASS and Academic Affairs attempting to deal with the
crisis.
- Continuing our success in the areas of increasing the numbers of majors,
increasing FTEs, student activities (including our very popular student
club and online journal), and curricular innovation.
- Re-creating the Religious Studies minor and major option at our earliest
opportunity and changing the name of the department as soon as
possible.
- Hiring new tenure track faculty members in the areas of Philosophy of
Science and in the History of Philosophy as soon as possible.

2.1.2 Review of Progress and Goals
We have met several key goals consistently since our last five-year review, and we
expect to continue maintenance of the same, including:
- Department SFRs have been consistently higher than the college average.
- The number of majors rose steadily, averaging 40 majors per year.
- The department added eight new courses, primarily in the area of
Religious Studies; no new courses are currently planned, having achieved
curricular balance between the two disciplines.
- The department has been a strong supporter of the Freshman Cluster
program, now serving seven clusters, representing 33% of our
department’s course offerings in any given quarter.
- We have sustained student involvement with the ongoing success of the
Philosophy Society, Reflections, and the Paul Bassen Prize.

We continue to pursue the following goals that have not been met due to policy
decisions outside of the department’s control:
- As recommended in our previous five-year review, and its MOU, we
continue to seek two new tenure-track hires in the areas of Philosophy of
Science and the History of Philosophy.
- We also wish to implement the renewal of the Minor in Religious Studies,
accompanied by a departmental name change to adequately reflect the
department’s curriculum, both of which were anticipated with our hire in the area of Religious Studies at the time of our last review.

2.1.3 Faculty Achievements
The following are some of the most prominent accomplishments of the department’s faculty during the last five years. Tenure with the department during the last five years is indicated in parentheses:

Bielecki (2007-2012):
• Awarded promotion to Professor Emeritus, 2012

• Awarded promotion to Full Professor, 2010
• Sue Schaefer Faculty Service Award Recipient, 2011-2012
• Publications:
  • “Foreclosure and Dispossession: The Case for a Feminist Critical Theory for Public Administration.” *International Journal of Organizational Theory and Behavior* (forthcoming);
  • “Tools and Toys: Theory as Practical Play.” Co-written with Ryvenna Lewis, *Administrative Theory & Praxis*, 34.3 (2012);
  • Review (solicited). “*Whenever Two or More Are Gathered: Relationship as the Heart of Ethical Discourse*” by Michael M. Harmon and O.C. McSwite.” *Administrative Theory & Praxis*, 34.3 (2012);
  • “Genealogy and Subjects: How Narratives Become Incarnate.” *Administrative Theory & Praxis*, 33.3 (2011);
• Conference Presentations:
  • Annual Public Administration Theory Network Conference, South Padre Island, TX (2012); Annual Public Administration Theory Network Conference, Norfolk, VA (2011); Annual Public Administration Theory Network Conference, Omaha, NB (2010); Annual Public Administration Theory Network Conference, Kentucky State University, (2009); Radical Philosophy Association Conference, San Francisco State University (2008); Annual Public Administration Theory Network Conference, Virginia Commonwealth University (2008).

Hall (2007-2012):
• Awarded tenure, 2012
• Awarded promotion to Associate Professor, 2012
• Publication:
• Lectures:
  • Public Philosophy Network Conference, Washington, D.C. (2011); CSUEB Osher Lifelong Learning Institute: Concord
Campus (2010); CSUEB, Oakland Center (2009); Film and Community Discussion, Ellen Driscoll Theater, Piedmont, CA (2009).

Moreman (2008-2012):
- Awarded tenure, 2012
- Awarded promotion to Associate Professor, 2012
- Grants:
  - RSCA, CSU East Bay (2011 & 2012);
  - New Faculty Support, CSU East Bay (2008).
- Publications:
  - *Beyond the Threshold* (Rowman & Littlefield, 2008; paperbacked, 2010);
  - *Race, Oppression, and the Zombie* (McFarland, 2011; co-edited with C. J. Rushton);
  - *Zombies are Us* (McFarland, 2011; co-edited with C. J. Rushton);
  - *Teaching Death and Dying* (Oxford UP, 2008);
  - *The Spiritualist Movement: Speaking with the Dead in America and around the World*, 3 Vols. (Praeger, 2013, forthcoming);
  - “What is the Most Important Thing Zombies can Teach us about Being Human?” *Science + Religion Today*, June 6, 2012;
  - Review (solicited). “Pretend We’re Dead: Capitalist Monsters in American Pop Culture by Annalee Newitz.” *Transformative Works and Cultures* 4 (2010);

- Lectures:

- Media Interviews:
  - CNBC; The Denver Post; Omaha World Herald; Oakland Tribune; Imperial Valley Press; The Diamondback.

Blair (2012):

- Publication:

- Lecture:
  - Annual Conference on Value Inquiry: Virtue, Vice, and Character, Western Kentucky University (2013).

Derksen (2007-2010):

- Publications:
  - “Performance Hero” (with Darren H. Hick), *Contemporary Aesthetics Volume* 7 (2009);

- Lectures:
  - Bay Area Philosophy of Science Discussion Group, Berkeley, CA (2008-2009).

Pavesich (2007-2010):

- Publications:
  - “Hans Blumenberg: Philosophical Anthropology, Terror, and the Faces of Absolutism.” In Hans Blumenberg (Ed.), *Nuovi paradigmi d’analisi* (Rome: Arene editrice, 2010);

- Lectures:
2.1.4 Student Achievements

The following students were awarded Prestigious Paul Bassen scholarship prizes for the excellence of their essays in philosophy:

- 2011-2012 Jason Greene and Jamin Pursell
- 2010-2011 Thomas Rule and Erik Edgren
- 2009-2010 Tyrus Fisher and Victor Ma
- 2008-2009 Tyrus Fisher and Monica Thain

Other achievements include the following publication, co-authored by a student and member of the department:

2.2 Curriculum and Student Learning

2.2.1 Assessment

2.2.1.1 Introductory Summary of Department Assessment

Following standards set by the university, and as recommended in our last MOU, the department has engaged in a variety of assessment activities in each of the years since our last review.

An assessment plan was devised in the year of our last review, using the 5-year review as an opportunity to focus the department’s assessment activities. Due to the severe budget crisis beginning in 08-09, however, the department adopted a new assessment model.

The original plan, which was implemented in 07-08 and 08-09, consisted of four elements:

1) The Faculty Assessment of the Touchstone Course Experience
2) The Faculty Assessment of the Capstone Experience
3) Major/Minor Focus Groups
4) Alumni Surveys

Due to budget cuts, faculty furloughs, and the loss of our departmental staff member this year, we were severely limited in our ability to conduct assessment activities in 09-10.

Our major options were reshuffled and we were not able to offer all the required courses in each option, including the Capstone course, where we would ordinarily do the outgoing assessment of the program.

We were able to conduct a survey of Philosophy majors to take their pulse about how they are faring in the program, what’s working and what they need from the faculty. We also continued our contact with alumni and to track our graduates’ successes. We have begun doing this as a result of alumni survey, and we have featured some of our alumni on our department website under “Alumni Profiles”: http://class.csueastbay.edu/philosophy/Alumni_Profiles.php. A similar list is included below under heading 2.3.e.

A new departmental Assessment Plan was completed and approved during the 10-11 academic year. This new plan represents our new open menu curriculum and our new course offerings. In its draft form, this plan includes:

1) A revision of our mission statement
2) A revision of our program SLOs, in line with the newly developed Institutional Learning Outcomes. These are: “Philosophy majors will be able to:
   a) write clear, academically rigorous, argumentative essays;
b) read complex texts, create original arguments, analyze
the arguments of others, and express these
criticisms orally and in writing;

c) demonstrate knowledge of philosophical and/or
religious traditions, their relevant concepts,
theories, methods, and historical contexts;

d) 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;

e) 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.

3) Surveys of Alumni and Current Majors (conducted in alternating
years).

4) A system of portfolio assessment for majors. These consist of three
academic papers submitted by senior Philosophy majors scored by a
committee of faculty members in the department using a rubric
designed to reflect achievement our SLOs.

During this transformative process, Dr. Moreman was part of the CLASS
Assessment Group and developed our major survey. Dr. Eagan piloted our portfolio
plan in her Spring course, PHIL 4606 Seminar in Philosophy.

A full assessment following a rubric developed by Dr. Eagan has been completed,
and the results are included below.

Other assessment activities have included a video produced by Drs. Hall and Eagan
including student interviews about their experience with diversity (speaking to SLO
#5), which they shared as a part of the University’s Diversity Day celebration.

Further, the department has instituted its own policy by which all online or hybrid
courses offered by the department will be open to all department faculty for review
and comment in order to encourage best practices.

Though we are back on track now, we still have some obstacles in terms of a lack of
resources. Reduced staffing and technical support makes these efforts difficult.
Faculty members are very much on their own in creating and administering these
assessment measures, and we would love some help.

What follows are the details of:

- The current Philosophy Assessment Plan with the program’s Mission
  Statement, Student Learning Outcomes
- Map to CSUEB’s Institutional Learning Outcomes and UDGE
  Humanities Outcomes
• Data, interpretation, and responses to Philosophy’s assessment projects conducted since the last Five Year Review, which include:
  o Major Portfolio Evaluation
  o Diversity Video
  o Major Survey
  o Alumni Survey
  o Touchstone Narrative Assessment/ Capstone Narrative Assessment
  o Alumni Information

2.2.1.2 Philosophy Assessment Plan (revised and approved by the faculty 6/15/2012)

The elements of the Philosophy Program Assessment Plan are intended to be dialogical and collaborative. This is because the evaluation of the program utilizes the judgment of multiple members of the faculty in conjunction with the actual experience and judgments of students. In this sense, the students of the program dialogically engage the faculty as co-participants in the assessment procedure.

The department shares the concerns of American Philosophical Associations “Statement on the Profession: Outcomes Assessment” (2008), which states “OA [Outcomes Assessment] threatens to be an exercise in measuring what is easy, rather than a process of improving what philosophy instructors (and presumably even students) really care about. If philosophy courses and programs do satisfy the enormous pressure from various sources to find objective measures of learning outcomes, then there is a real danger that OA imperatives will create pressures to tailor the teaching of philosophy to things that admit of “before and after” measurement, to its serious detriment.” But, the department shares the hopeful recommendation in the same document, that “[i]t seems possible to create assessment instruments for both students and programs that satisfy administrators yet at the same time avoid easy measures that do not sufficiently mirror the complexity and special nature of student learning in philosophy.” This plan hopes to design and use assessment tools that are meaningful to both students and faculty, create an opportunity for reflection on our teaching and curriculum, and provide data showing the value of our program.

In this assessment plan, the Philosophy Department relies heavily on qualitative rather than quantitative data. While quantitative data is an appropriate evaluation tool in certain contexts, the department believes that qualitative evaluations are better suited for the pedagogical activities of our department.

As evidenced by the GRE’s discontinuation of the philosophy subject exam several years ago, quantitative data does not measure particularly well the impact (cognitively, ethically, or aesthetically) of philosophical studies on a student. This is in part because philosophical training centers on developing a number of formal skills while transforming the substance of the person-- neither of which are evaluated well by quantitative data.
2.2.1.3 Departmental Mission Statement

Philosophical education seeks to cultivate the intellectual and ethical virtues of our students. By its focus on analysis, comprehension and communication, philosophy develops qualities that are essential to personal fulfillment and civic responsibility. In developing the capacity for a thoughtful private and public life, philosophy teaches and encourages students to critically assess and integrate the different claims and values produced under disparate perspectives and methodologies, with an eye to constructing frameworks of understanding within which action can take on meaning.

Philosophy is a communal practice. As participants in an ongoing inquiry, our shared reflection connects us to the wealth of ideas and arguments furnished by other thinkers in the present as well as the past. Here philosophical education stresses dialogical honesty, as well as respect for both the views of others and the forceless force of the better argument.

Philosophical education aims at making us more complete human beings. It opens the intellect and the heart to the power of questioning and inquiry. It nourishes the faculties that guide us while, together with our friends, we construct frameworks of understanding and the good life.

2.2.1.4 Philosophy Program Student Learning Outcomes

(approved by the faculty 3/14/12)

1) Philosophy majors will be able to write clear, academically rigorous, argumentative essays.

2) Philosophy majors will be able to read complex texts, create original arguments, analyze the arguments of others, and express these criticisms orally and in writing.

3) Philosophy majors will demonstrate knowledge of philosophical and/or religious traditions, their relevant concepts, theories, methods, and historical contexts.

4) Philosophy majors will 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.

5) Philosophy majors will 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.
## Outcome Map

### Institutional Learning Outcomes Mapped to Philosophy Program SLOs

<table>
<thead>
<tr>
<th>ILOS / PHIL SLOs</th>
<th>Thinking &amp; Reasoning</th>
<th>Communication</th>
<th>Specialized Education</th>
<th>Diversity</th>
<th>Collaboration</th>
<th>Sustainability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis</td>
<td>X</td>
<td>X</td>
<td></td>
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<td>X</td>
<td></td>
</tr>
<tr>
<td>Discipline</td>
<td></td>
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<td>X</td>
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<tr>
<td>Ethics</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Diversity</td>
<td></td>
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<td></td>
<td>X</td>
</tr>
</tbody>
</table>

### Upper Division Humanities (C4) Student Learning Outcomes Mapped to Philosophy Program SLOs

<table>
<thead>
<tr>
<th>UDGE C4 SLOs / PHIL SLOs</th>
<th>Understanding</th>
<th>Communication</th>
<th>Debate</th>
<th>Curiosity</th>
<th>Citizenship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Analysis</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Discipline</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
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<tr>
<td>Ethics</td>
<td>X</td>
<td>X</td>
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<td>X</td>
</tr>
<tr>
<td>Diversity</td>
<td>X</td>
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<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

The outcome maps above show how the Philosophy programs fits into and contributes to both the Institutional Mission of the University and to the primary GE area that the Philosophy major program also serves, which is Upper Division Humanities.

The unabbreviated expressions of the ILOs and UDGE SLOs represented in the maps appear below.

### CSUEB Institutional Learning Outcomes

#### Thinking and Reasoning
Thinking critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems.

#### Communication
Communicate ideas, perspectives, and values clearly and persuasively while listening openly to others.

#### Specialized Education
Demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.

#### Diversity
Apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities.

#### Collaboration
Work collaboratively and respectfully as members and leaders of
diverse teams and communities.

Sustainability: Act responsibly and sustainably at local, national, and global levels.

**CSUEB’s Upper Division Humanities (C4) Student Learning Outcomes**

1. Students will demonstrate an understanding of and ability to apply the principles, methodologies, value systems, and thought processes employed in human inquiries. (Understanding)

2. Students will demonstrate in their oral and written work an understanding of the cultural endeavors and legacies of human civilization. (Communication)

3. Students will demonstrate their ability to discuss, deliberate, and write about opposing viewpoints in an insightful and logical manner, to present an opposing side fairly, and to criticize the argument rather than attacking the person. (Debate)

4. Students will demonstrate their developing intellectual curiosity and a habit of lifelong learning, through choice of research topics, the number and quality of questions asked in class, the application of course concepts or themes to lived experiences or world events, or through other similar means. (Curiosity)

5. Students will demonstrate the potential for participating in and contributing to a democratic society as an informed, engaged, and reflective citizen. (Citizenship)

**2.2.1.5 Philosophy Assessment Projects**

**A) Major Portfolio Assessment**

At the time when they file for graduation (two quarters prior to graduation) Philosophy majors will submit three electronic samples of their written work to their major portfolio on Blackboard. Students will choose their samples in consultation with their faculty advisors.

These portfolios will be evaluated by a committee of department faculty based on a rubric developed by the faculty that reflects a selection of the program’s Student Learning Outcomes. The rubric may change to measure different SLOs.

Faculty will review the results of the portfolio evaluations, discuss their findings, and make decisions that may impact future writing assignments in major courses.

**Major Portfolio Assessment**

During the Spring 2010, Dr. Jennifer Eagan taught PHIL 4606 Seminar in Philosophy, an open topic class which she taught as a seminar in academic writing. Twelve Philosophy majors took this class and developed writing portfolios within the scope of this class.
In Fall 2012, the Philosophy faculty developed a rubric designed to evaluate SLO#1 “Philosophy majors will be able to write clear, academically rigorous, argumentative essays.” This rubric elaborates in detail what the faculty in the program think the essential elements of SLO#1 are.

Two papers from each of the twelve majors were evaluated using the rubric, using 6 criteria rating each on a scale of 5 high – 0 low. Each paper was evaluated by two of four faculty members participating in the project. The rubric and the scoring of the papers follow this narrative.

**What we learned from this project:**

On the whole, our majors write pretty well and generally satisfy SLO #1 to our satisfaction.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Average Across All Papers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Context and Purpose of the Paper</td>
<td>4.13</td>
</tr>
<tr>
<td>Content Development</td>
<td>3.56</td>
</tr>
<tr>
<td>Writing in the Discipline</td>
<td>3.49</td>
</tr>
<tr>
<td>Sources and Evidence</td>
<td>3.15</td>
</tr>
<tr>
<td>Logic, Thesis Development, and Organization</td>
<td>3.86</td>
</tr>
<tr>
<td>Control of Syntax, Mechanics, and Style</td>
<td>4.10</td>
</tr>
</tbody>
</table>

Our lowest score for any criteria in the use of sources and evidence. This is certainly an area for growth, though the papers were diverse in style and stemmed from different prompts, which may account for the lack of source citation in some of the student’s papers. We also judged another area for improvement in the content and substance within the disciplines of Philosophy and Religious Studies.

In terms of individual majors, the range of scores (for two papers with two scores each) was between 118 and 70 (with the next lowest score an 80) out of 120.

Another thing that we learned is that we have differing opinions on how to rank papers according to the criteria, likely stemming from our difference areas of expertise and fields of study.

**What are we doing to close the loop?**

The Philosophy faculty is still looking at analyzing this data. We may choose to alter or revise the process after this first round and maybe discuss how to better norm our scoring. The faculty are considering some shared writing guidelines, particularly with respect to the citation of sources. We may also consider utilizing the services of the SCAA to help us improve writing in the major. Our portfolio assessment would be assisted by portfolio software that would allow students to save and share their work as well as a database that we could use to score the portfolios.
## Philosophy Portfolio Assessment Rubric

<table>
<thead>
<tr>
<th>Reviewer:</th>
<th>Paper Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Context and Purpose of the Paper</strong></td>
<td>5</td>
</tr>
<tr>
<td>Demonstrates a thorough understanding of context, audience, and purpose and a clear focus.</td>
<td></td>
</tr>
<tr>
<td>Demonstrates adequate consideration of context, audience, and purpose and a clear focus.</td>
<td></td>
</tr>
<tr>
<td>Demonstrates adequate consideration of context, audience, and purpose, but strays from the focus or thesis of the paper at times.</td>
<td></td>
</tr>
<tr>
<td>The purpose and context of the paper is generally unclear to the reader.</td>
<td></td>
</tr>
<tr>
<td>Lacks all consideration of context, audience, and purpose and a clear focus.</td>
<td></td>
</tr>
</tbody>
</table>

| **Content Development** | 5 | 4 | 3 | 2 | 1 or 0 | Score |
| Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding of the content. | | | | | | Generally does not use appropriate and relevant content. |
| Uses appropriate, relevant, and compelling content to explore ideas with the context of the Philosophy/Religious Studies. | | | | | | |
| Uses appropriate and relevant content to develop and explore ideas through most of the work, | | | | | | |
| Uses appropriate and relevant content to develop simple ideas in some parts of the work, | | | | | | |
| Generally does not use appropriate and relevant content. | | | | | | |

<p>| <strong>Writing in the Discipline</strong> | 5 | 4 | 3 | 2 | 1 or 0 | Score |
| This looks like a nearly publishable academic paper. Follows recognizable and acceptable conventions of writing in Philosophy/Religious Studies. | | | | | | This paper is not recognizable as a paper in the discipline of Philosophy or Religious Studies. |
| This is a sophisticated and clear academic paper. Follows recognizable and acceptable conventions of writing in Philosophy/Religious Studies. | | | | | | This paper falls short of being a solid undergraduate paper. Fails to follow recognizable and acceptable conventions of writing in Philosophy/Religious Studies. |
| This looks like a solid undergraduate paper. Generally follows recognizable and acceptable conventions of writing in Philosophy/Religious Studies. | | | | | | |
| This paper falls short of being a solid undergraduate paper. Fails to follow recognizable and acceptable conventions of writing in Philosophy/Religious Studies. | | | | | | |</p>
<table>
<thead>
<tr>
<th>Sources and Evidence</th>
<th>Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for Philosophy/Religious Studies and the purpose of the paper.</th>
<th>Demonstrates consistent use of credible, relevant sources to support ideas that are appropriate for Philosophy/Religious Studies and the purpose of the paper.</th>
<th>Demonstrates an attempt to use credible and/ or relevant sources to support ideas that are appropriate for Philosophy/Religious Studies and the purpose of the paper.</th>
<th>Does not consistently use and document credible, relevant sources to develop ideas that are appropriate for Philosophy/Religious Studies and the purpose of the paper.</th>
<th>Does not use or document sources effectively.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logic, Thesis Development, and Organization</td>
<td>Perfectly clear, excellent organization with visible, logical thesis statement on topic backed up by detailed argumentation.</td>
<td>Logical sequence of ideas, obvious attempt to establish and support thesis statement on your chosen topic but may lack detail or support.</td>
<td>Strays from the thesis, ideas unorganized in places, weak evidence in support of thesis.</td>
<td>A little too wordy, scattered or lacks detail, a little difficult to follow in places, and only moderately structured, weak thesis.</td>
<td>No clear thesis statement, extremely vague, completely jumbled, poor flow.</td>
</tr>
<tr>
<td>Control of Syntax, Mechanics, and Style</td>
<td>Uses clear language that communicates meaning to readers with clarity and fluency, virtually error free.</td>
<td>Uses understandable language that generally conveys meaning to readers. Few style errors.</td>
<td>Generally conveys meaning, but with some lack of clarity and/ or style mistakes.</td>
<td>Some egregious errors in mechanics, hard-to-follow sentence structure, and instances of poor grammar, serious lack of clarity.</td>
<td>Many egregious errors in mechanics, hard-to-follow sentence structure, and instances of poor grammar, serious lack of clarity.</td>
</tr>
</tbody>
</table>

Notes (Optional):
This rubric represents the full elaboration of SLO#1 of the CSUEB’s Philosophy program “1) Philosophy majors will be able to write clear, academically rigorous, argumentative essays.”
- Adapted from AAC&U’s Written Communication VALUE Rubric and Dr. Michael Lee’s SCORE Rubric
## Philosophy Portfolio Assessment by Paper

<table>
<thead>
<tr>
<th>Paper Title</th>
<th>Content/ Purpose</th>
<th>Development</th>
<th>Discipline</th>
<th>Sources</th>
<th>Logic</th>
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</thead>
<tbody>
<tr>
<td>Kid A: Eval 1</td>
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<td>Kid A: Eval 2</td>
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<tr>
<td>Parenting: Eval 2</td>
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<tr>
<td>Art is Reality: Eval 1</td>
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<td>2</td>
<td>3</td>
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<td></td>
</tr>
<tr>
<td>Art is Reality: Eval 2</td>
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<td>3</td>
<td>3</td>
<td>2</td>
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<tr>
<td>Marx's Philosophy: Eval 1</td>
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<td>Marx's Philosophy: Eval 2</td>
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<tr>
<td>Desire is as Desire Does: Eval 1</td>
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</tr>
<tr>
<td>Desire is as Desire Does: Eval 2</td>
<td>5</td>
<td>4</td>
<td>4</td>
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</tr>
<tr>
<td>Morally Good Defense Lawyers: Eval 1</td>
<td>5</td>
<td>5</td>
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<tr>
<td>Morally Good Defense Lawyers: Eval 2</td>
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<td>Gun Control: Eval 1</td>
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<td>Astral Projection: Eval 1</td>
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<td>Orange Phenomenology: Eval 1</td>
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<td>Development of Ideas: Eval 1</td>
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<td>Sartre and Beauvoir: Eval 1</td>
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<td>Sartre and Beauvoir: Eval 2</td>
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# Philosophy Portfolio Assessment by Reviewer

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# Philosophy Portfolio Score by Major

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B) Surveys

On alternating years the department will conduct surveys of current majors and alumni.

The department will survey program alumni in an effort to determine the long-range impact that the program has had on their lives. These surveys will ask alumni about whether the Student Learning Outcomes of the program have resonated with them and if the philosophical training the student received at CSUEB is actualized in the student’s life.

The department will also survey current majors about their experience in the program, whether they think they are in the process of developing the skills, values, and content reflected in the SLOs, and what they think would improve their experience in the program.

Faculty will review the results of the surveys, discuss the findings, and make decisions that may impact curriculum, course offerings, advising, and other elements of the program and student experience.

Major Survey

In 2011, the department conducted a web-based survey of our current majors. The questions included were as follows:

1. What is your current academic standing?
2. Are you a transfer student?
3. How many quarters have you completed at CSU East Bay?
4. Are you male or female?
5. How would you describe your ethnic identity?
6. Have your courses in Philosophy ... (questions 6-19, evaluated on a four point scale from “Not at all,” “Slightly,” “Somewhat,” or “A lot”)
7. prepared you to read and understand complex arguments?
8. prepared you to think critically?
9. prepared you to construct reasoned and persuasive arguments in writing?
10. prepared you to construct reasoned and persuasive arguments orally?
11. helped you to accept criticisms of your own positions and to use those criticisms fruitfully?
12. encouraged you to be more open to considering the positions of others?
13. helped you to argue in favor of positions espoused by others, including those with which you might not agree?
14. helped you to develop interpersonal skills, especially in the resolution of differing opinions?
15. given you a broad knowledge of the history of philosophy and its various subject areas?
16. developed your ability to conduct research and to engage effectively with secondary sources?
17. trained you to use your knowledge and skills outside of the university, in your personal life?
18. helped you to understand issues relating to society generally?
19. developed a deeper sense of self-understanding?
20. Are there any other specific skills or areas of knowledge that your courses in Philosophy have fostered or developed in you? (Open ended question)

For each of the following, please answer the question:
Do you believe the following skill has been, or would be, an advantage outside of university, in your personal life? (questions 21-27, evaluated on a four point scale from “Not at all,” “Slightly,” “Somewhat,” or “A lot”)
21. An understanding of complex arguments?
22. An ability to rationally critique the positions presented by others?
23. The ability to think critically?
24. The ability to formulate reasoned and persuasive arguments in writing?
25. The ability to formulate reasoned and persuasive arguments orally?
26. The ability to accept criticism of your own positions and to use that criticism fruitfully?
27. The ability to be open to the positions of others?

For each of the following, please answer the question:
Do you believe the following skill has been, or would be, an advantage outside of university, in your personal life? (questions 28-33, evaluated on a four point scale from “Not at all,” “Slightly,” “Somewhat,” or “A lot”)
28. The ability to argue in favor of positions espoused by others, including those with which you might not agree?
29. Interpersonal skills, especially those which might help in the resolution of differing opinions?
30. The knowledge of the history of philosophy and its various subject areas?
31. The ability to conduct research and to engage effectively with secondary sources?
32. An understanding of issues relating to society generally?
33. A deeper sense of self-understanding?
34. Have your courses in Philosophy, generally speaking, provided you with an advantage in your personal life outside of university? (evaluated on a four point scale from “Not at all,” “Slightly,” “Somewhat,” or “A lot”)
35. Are there any other skills that you wish that you could develop through your work in Philosophy that would be an advantage to you outside of university?
36. The Department of Philosophy is considering changes to the name and/or structure of its curriculum. Currently, the Department's name is Philosophy, and it offers a Major in Philosophy (with no options), and a Minor in Philosophy. Which of the following would you prefer to see?
- Dept. name: Philosophy 1 Major (Philosophy) 1 Minor (Philosophy) (i.e. No change)
- Dept. name: Philosophy and Religious Studies 1 Major (Philosophy) with 2 options: (Philosophy; Religious Studies) 1 Minor in Philosophy
- Dept. name: Philosophy and Religious Studies 1 Major (Philosophy) 2 Minor (Philosophy; Religious Studies)
- Dept. name: Philosophy and Religious Studies 2 Majors (Philosophy; Religious Studies) 2 Minors (Philosophy; Religious Studies)
What we learned from this project:

Firstly, several SLOs showed significant levels of improvement when comparing results from Juniors and Seniors, including the three “new” SLOs being considered by the department. Secondly, some SLOs (with one concerning the development of oral argumentative skills) earned very low scores for success from all students. This observation suggests that either more courses need to include development of this skill, or the SLO ought to be adapted to current conditions. Finally, when contrasting those skills that students indicate as being important with those SLOs that they feel have been successfully employed by the philosophy department, we find broad agreement. Those skills deemed the most important to students corroborate, for the most part, with the most successful SLOs. The one exception here is in the SLOs relating to acquiring a breadth of information. Students generally felt that such skills were important, and central to a philosophy program, but that the program at CSU East Bay should focus on provided more depth of knowledge in the discipline.

Results

Highest importance (red) indicates an overall success score below 65%; yellow indicates a score from 68%–79%; green indicates a score above 80%:

95% 1) understand complex arguments; A) Think critically; B) Construct arguments in written form & oral form; 5) openness to the arguments of others, even when you do not agree; 6) present arguments from a variety of perspectives

94% 4) use criticism of others to improve; B) self understanding

89% 2) offer good criticism of others; 7) empathise with the ideas of others; C) issues relating to society

84% 9) conduct research

79% 8) have broad competence in philosophical tradition; 10) Use philosophical training in personal life

Most successful (overall):

100% 3) construct arguments in written form;

89% C) Issues relating to society in general
85%  1) understand complex arguments; 2) offer good criticism of others; A) Think critically

80%  4) use criticism of others to improve

74%  B) Self understanding

70%  5) openness to the arguments of others, even when you do not agree

68%  10) Use philosophical training in personal life

63%  6) present arguments from a variety of perspectives

62%  7) empathize with the ideas of others; 9) conduct research

60%  3) construct arguments in oral form

52%  8) have broad competence in philosophical tradition

**Most successful** (change from Junior to Senior) – ranked from highest improvement across levels

- 34 pts C) self understanding
- 27 pts 1) understand complex arguments; 10) Use philosophical training in personal life
- 10 pts. B) issues relating to society generally
- 3 pts. 2) offer good criticism of others; A) Think critically; 8) have broad competence in philosophical tradition
- 0 pts. 3) construct arguments in written form
- -6 pts. 6) present arguments from a variety of perspectives
- -11 pts. 3) construct arguments in oral form
- -19 pts. 5) openness to the arguments of others, even when you do not agree
- -29 pts. 9) conduct research
- -30 pts. 4) use criticism of others to improve; 7) empathize with the ideas of others

On the question of changing the department name, the breakdown was as follows (from most popular):

- 44.4% Dept. name: Philosophy and Religious Studies 2 Majors (Philosophy; Religious Studies) 2 Minors (Philosophy; Religious Studies)
- 38.9% No change
- 11.1% Dept. name: Philosophy and Religious Studies 1 Major (Philosophy) with 2 options: (Philosophy; Religious Studies) 1 Minor in Philosophy
- 5.6% Dept. name: Philosophy and Religion 1 Major (Philosophy and Religion) 1 Minor (Philosophy)

**What are we doing to close the loop?**
We have submitted proposals to our college to 1) Change the name of the department to “The Department of Philosophy and Religious Studies,” 2) revive the interdisciplinary Religious Studies major option, and 3) revive the interdisciplinary Religious Studies minor. We think that these changes would mark the distinction between the two allied disciplines and allow students a clearer path through the Philosophy major and So far, due to budget cuts and multiple changes in our college and university, our efforts have not seen the light of the college curriculum committee yet. We will keep trying, since we agree that we need two tracks of study for the two distinct disciplines of Philosophy and Religious Studies.

We are also considering discussing how to better integrate the oral component of our classes to help our majors build those skills.

We think that it’s important to note that this survey was given after a year of extreme course cuts and loss of faculty, and that may have affected some of the responses.

**Alumni Survey**

In 2009, the department conducted a web-based survey of our alumni. The questions included were as follows:

1. Name, Year of Graduation, Major, Option, Minor, Graduate Education, Occupation, Email Address.

2. To what extent has your philosophical Education at CSU East Bay contributed to the following abilities? (rated on a 5 point scale from “Very Much” to “Somewhat” to “Not At All”)
   
   A) Read and understand complex texts  
   B) Analyze and evaluate arguments  
   C) Create persuasive arguments  
   D) Appreciate diverse intellectual perspectives  
   E) Respond thoughtfully to ethical issues  
   F) Write clearly and coherently  
   G) Speak effectively in public

3. To what extent has majoring in Philosophy contributed to your success in school, work, civic or personal life? (rated on a 5 point scale from “Very Much” to “Somewhat” to “Not At All”)
   
   A) Read and understand complex texts  
   B) Analyze and evaluate arguments  
   C) Create persuasive arguments  
   D) Appreciate diverse intellectual perspectives  
   E) Respond thoughtfully to ethical issues  
   F) Write clearly and coherently  
   G) Speak effectively in public

4. What practical value has studying philosophy at CSU East Bay had for you? Concrete examples or anecdotes would be particularly useful. (By practical value we mean such things
as succeeding in other educational endeavors, getting admitted to graduate, professional or training programs, getting hired or promoted, or achieving something important in one’s personal life.)

5. If you majored in philosophy, what practical value has majoring in philosophy at CSU Eastbay had for you? Concrete examples or anecdotes would be particularly useful.

6. What were some of the considerations that lead you to major or minor in philosophy at CSU East Bay?

7. What do you believe the Department of Philosophy could do to encourage more students to major or minor in Philosophy?

8. Would you be willing to be quoted by name in an article or brochure?

**What we learned from this project:**

Our alumni think pretty well of themselves and of the skills they gained studying Philosophy at CSUH/EB.

2. To what extent has your philosophical Education at CSU East Bay contributed to the following abilities? (rated on a 5 point scale from 5= “Very Much” to 3= “Somewhat” to 1= “Not At All”)

   A) Read and understand complex texts: 5 = 75%, 4= 20%, 3= 5%, 2=0%, 1= 0%
   B) Analyze and evaluate arguments: 5 = 90%, 4= 10%, 3= 0%, 2=0%, 1= 0%
   C) Create persuasive arguments: 5 = 73.7%, 4= 26.3%, 3= 0%, 2=0%, 1= 0%
   D) Appreciate diverse intellectual perspectives: 5 = 73.7%, 4= 21.1%, 3= 5.3%, 2=0%, 1= 0%
   E) Respond thoughtfully to ethical issues: 5 = 65%, 4= 30%, 3= 5%, 2=0%, 1= 0%
   F) Write clearly and coherently: 5 = 60%, 4= 25%, 3= 15%, 2=0%, 1= 0%
   G) Speak effectively in public: 5 = 35%, 4= 25%, 3= 20%, 4=20%, 1= 0%

3. To what extent has majoring in Philosophy contributed to your success in school, work, civic or personal life? (rated on a 5 point scale from “Very Much” to “Somewhat” to “Not At All”)

   A) Read and understand complex texts: 5 = 76.5%, 4= 17.6%, 3= 5.9%, 2=0%, 1= 0%
   B) Analyze and evaluate arguments: 5 = 100%, 4= 0%, 3= 0%, 2=0%, 1= 0%
   C) Create persuasive arguments: 5 = 87.5%, 4= 12.5%, 3= 0%, 2=0%, 1= 0%
   D) Appreciate diverse intellectual perspectives: 5 = 64.7%, 4= 35.3%, 3= 0%, 2=0%, 1= 0%
   E) Respond thoughtfully to ethical issues: 5 = 68.8%, 4= 31.3%, 3= 0%, 2=0%, 1= 0%
   F) Write clearly and coherently: 5 = 58.8%, 4= 41.2%, 3= 0%, 2=0%, 1= 0%
   G) Speak effectively in public: 5 = 41.2%, 4= 17.6%, 3= 20%, 2=17.6%, 1= 0%

The narrative and open-ended questions regarding their experience in the Philosophy was categorically positive, and at times effusive.
What are we doing to close the loop?

From the responses to this survey, we must be doing something right. These alumni (though small in number and self-selected by participating in the survey) loved their major, see it as practical and applicable to their lives, and see themselves as using their skills in their professional and personal lives.

The only point of pause in this survey is the sense that the alums do not see themselves as gaining skills in oral presentation, and this recurs in the Major survey. We wonder if our majors are selling themselves a bit short, since we see so many of majors gain excellent oral communication form the informal debate that happens in Philosophy classes.

C) Other Assessment Activities as Designed by the Faculty

Periodically, faculty may design innovative assessment projects that target certain parts of student experience or success reflected in the SLOs. Faculty will discuss these findings and consider making them permanent elements of the Assessment Plan.

Diversity Video Project

During the Winter and Spring quarters of 2012, Drs. Hall and Eagan initiated a video project inspired by the Duke University project “Who Needs Feminism?” and by the LaGuardia Community College’s Philosophy Program, which has emphasizes both the importance of studying Philosophy for all students and diversity with the study of Philosophy (http://www.npr.org/2011/01/04/132633254/philosophy-valued-at-one-community-college). We wanted to create something that featured our students that we could brag about, as well as an opportunity to get the pulse of our majors on what they think about diversity and what they have learned about diversity. This video also served as the Philosophy Department’s offering to FDEC’s Diversity Day in 2012.

This video, “Everybody Needs Philosophy” features mostly current Philosophy majors and minors, and also two alumna, who were excited when they heard about the project. The video can been seen here: http://www.youtube.com/watch?v=SEtffh5Y6oE&noredirect=1

During the filming of the project itself, we had the opportunity to talk to our majors about SLO #5 “Philosophy majors will 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” both on and off camera about why the faculty thought it was important as well as finding out what the majors thought about the connection between Philosophy and diversity.

What we learned from this project:

As Corey Gomez states in the video “Philosophy and thinking logically and clearly about things that are going to divide people is incredibly beneficial . . .,” so our majors seemed to
see the importance of applying their critical thinking skills to issues. Our majors tend to think
from a cosmopolitan point of view, value their ability to think beyond their own perspective,
and talk about how important it is to apply their critical thinking skills to

We found in talking to our majors that they had trouble getting to the specifics of how
diversity relates to philosophy and had trouble articulating philosophical issues in religion,
culture, ethnicity, race, class, sexuality, and gender.

This was an informal and indirect form of assessment, and was instituted shortly after we
revised our Student Learning Outcomes. So, this project gave us an opportunity to explain
SLO#5 to our students and explain why it was important to the faculty and for them to
engage with. This serves as a touchstone to see who we can grow and expand our treatment
of SLO#5 in our curriculum. We found broad agreement among our students that diversity
was important.

What are we doing to close the loop?

The faculty are considering revising the major to include a specific diversity requirement,
which would ask students to take a Philosophy class, such as a course in Religious Studies,
race, or feminism. The faculty are also discussing ways that we can integrate diversity across
our curriculum. More immediately, we have encouraged our student club, the Philosophy
Society, to feature events highlighting Philosophy and its connection to diversity. We have
done this with a lot of success this year. The Philosophy Society has recently held open
discussions on disability and marriage equality.

Touchstone/ Capstone Narrative Assessments

Prior to Fall 2010, the Philosophy Department operated under the previous Philosophy
Department Assessment Plan (and the older version of the Philosophy major and SLOs).
Our old assessment plan consisted of four elements:

1) The Faculty Assessment of the Touchstone Course Experience
2) The Faculty Assessment of the Capstone Experience
3) Major/ Minor Focus Groups/Surveys
4) Alumni Surveys

In 2008, Professor Barbara Hall completed the Touchstone Assessment during Fall quarter
and Professor Paul Bassen conducted the Capstone Assessment during Spring quarter. Both
reports are included below.

Based on the Fall 2006 Faculty Assessment of the Touchstone Course Experience, the
Philosophy faculty used the occasion of our Five-Year Review Process to reflect on how we
can integrate our Touchstone Course with an introduction to our student learning outcomes,
so that beginning Philosophy majors, can be on their way to eventually achieving these
outcomes by the end of their program. This conversation was helpful in thinking about how
faculty can integrate our learning outcomes into all of our classes. In 2008 we repeated this
assessment process with our touchstone and capstone courses.
What we learned from this project:

Dr. Hall’s touchstone reflects the process required to get new majors and potential majors to get used to doing the level of reading, writing, and analysis that is required in the Philosophy major. Dr. Bassen’s capstone narrative shows that our majors achieve a sophisticated understanding of how to approach philosophical texts and launch philosophical criticism by the end of their careers at CSUEB.

We also learned that we could use some more direct assessment of student learning in the classroom to get at more detail of what students were or were not getting from the classroom experience.

What are we doing to close the loop?

The Philosophy Faculty discussed the narrative assessments in department meetings, sharing our experiences with our majors, questioning the assessor of these classes, and talking about how we could improve the experience of majors across the board. These were helpful, but we abandoned this method of assessment when we changed the major, no longer requiring the touchstone and capstone classes. However, this method of narrative assessment was useful in creating an occasion for faculty reflection and conversation, and we may revive it some form. We did for a time initiate a discussion of our majors (who was doing well and who was struggling) during our department meetings as a result of this assessment process.
Phil 3305 provides an introduction to certain metaphysical questions central to philosophy. Taught largely from a historical perspective, this course covers various issues relating to the existence and nature of God (as traditionally conceived in Judeo/Christian religions), the sensible world, and ultimately—the self. Specific topics can include: the mind-body problem, personal identity, freedom versus determinism, belief, reason and faith, and the limitations of human knowledge. As the Department’s touchstone course, Phil 3305 is designed to gauge the philosophical strengths and weaknesses of declared majors and minors. It is therefore presumed that students have some familiarity with the subject prior to taking the course. The goals of Philosophy 3305 are to provide students with a more nuanced understanding of and practical ability in philosophical analysis and expression than they might be provided in a basic introductory course.

Student Learning Goals/Outcomes

1. Student should be able to read and comprehend complex philosophical texts.

Students read from the original writings (excerpts/articles) of philosophers whose theories (both in content and in form) prove challenging to understand. However, class discussions and lectures utilizing PowerPoint presentations often lead to greater student comprehension of the issues. Students are expected to do the readings prior to class, but given the difficulty of the texts, many students prefer to do the readings after the materials have been discussed in class. While I prefer that students do the readings before hand, I recognize their frustrations with what must seem to be the abstruse ideas and writing styles of some philosophers. Students have informed me that their comprehension of the materials is dramatically increased when they do the readings subsequent to class discussions. As a rule, however, these students are more likely to be non-majors than majors. Majors tend to be more knowledgeable and better able to grasp the concepts than non-majors.

2. Students should be able to offer good philosophical criticism to the positions presented by others.

Class discussions are prompted either by my asking questions of the students or by the students themselves taking issue with ideas expressed in the readings. In either case, students become involved with the issue under consideration and offer criticisms of the arguments offered by other students as well as those of the original philosopher.

3. Students should be able to construct their own philosophical positions and present them persuasively to others in dialogue and/or writing.

Students are expected to do a 7-9 page paper in which they present their own philosophical positions on a topic related to the subject matter of the course and of particular interest to them. Sometimes this will involve taking a position counter to that of some philosopher we have read. A student presenting a counter argument may refer to the works of other
philosophers, however, the student is expected to contribute original thought and analysis in her argument. Likewise, when a student chooses to support the philosophical position of some author we have read, student is expected to formulate her own independent basis for her support the argument.

4. Students should be able to take in and fruitfully utilize criticisms of their own philosophical positions.

In their papers and well as in class discussions students learn listen, consider, and then either accept or respectfully disagree with criticisms of their positions.

5. Students should show an openness to give careful and serious consideration to different philosophical views and the reasons offered in support of them.

Most philosophy students seem to be open to serious consideration of different philosophical views. This may, in some cases, be true only because of a belief that it will enable them to more thoroughly criticize the argument. Nevertheless, as critical thinkers, most philosophy students show a receptiveness to well reasoned counter arguments. Probably the most diverse philosophical perspectives students will encounter in Philosophy 3305 are those in the section focusing on the existence of God. In the Winter 2008 quarter, I had both vocal atheists and devout Christians. In my discussions of the various arguments (ontological, teleological, cosmological), I presented the strengths of the arguments prior to their weaknesses. I typically assume the role of “devil’s (God’s?) advocate”. Unbeknownst to me, the atheists were somewhat sensitive (due to the “credibility” being afforded to creationism they later told me) and thought that I was advocating the correctness of the “other” side. After explaining my role in the discussions, they understood and accepted that one could and indeed should acknowledge the strengths of arguments that one may ultimately find unconvincing.

6. Students should be able to present arguments from various philosophical perspectives, traditions, and cultures—including those very different from their own.

I encourage and expect students in their papers to consider arguments counter to their own positions. Students should come to understand that “straw man” arguments are unacceptable to anyone concerned with finding the truth. I tell students to make their own arguments, but then to present as strong an argument as possible against their own position and then justify their positions in light of this.

7. Students should be able to empathize with the experiences of others insofar as those experiences are relevant to the resolution of philosophical issues.

Again, in Philosophy 3305, the need for empathy for the experiences of others would probably only arise in the segment focusing on God. Students are required to show respect for differing opinions. Perhaps this does not rise to the level of empathy, given the passionate convictions individuals have regarding their beliefs in God, but students understand that respect is reciprocal and that meaningful dialogue cannot exist without it.
8. Students should have competence in the history of philosophy and the major subject areas in philosophy.

I have found that most majors are fairly competent in the history of philosophy and the major subject areas of philosophy. However, given that students are taking the class at different points in their academic terms, the degrees of competency vary. Upon completion of Self, Nature, and God many majors find that their overall competency in the subject has increased.

9. Students should develop the ability to do philosophical research and to engage with secondary sources.

Students are required to write an argumentative paper for the class. While consulting secondary sources is optional, I inform students that consulting outside sources could help strengthen their arguments and provide them with fresh perspectives.

10. Students should be able to utilize their philosophical training in their public and personal lives.

The topics covered in Philosophy 3305 are ones that are important to anyone with an inquisitive mind. Students who take this course are able to gain new insights into the various philosophical approaches to issues of fundamental importance to many individuals. Questions regarding the existence of God, the nature of the “self” and of reality are ones that transcend the classroom. Students with philosophical training should be able not only to identify specific issues, but also to offer well reasoned hypotheses. The majors in Philosophy 3305 have always been the most willing to engage in such discussions both in and out of the classroom.
Capstone Narrative Assessment of Philosophy 4606: Seminar in Philosophy (Wittgenstein), Spring 2008

By Dr. Paul Bassen

What follows refers to the edition of Philosophy 4606 that I taught during spring of 2008. The basic material of the course was the late writing of Ludwig Wittgenstein (Philosophical Investigations), though we spent two weeks on his early writing (Tractatus Logico-Philosophicus) (because the two are closely related) as well as a week or so on historical background readings in Descartes and Bertrand Russell.

Wittgenstein’s writings during both periods are very obscure, owing in part to his epigrammatic style. Its obscurity is not “Germanic;” at first glance his later work even seems easy to read.

At many points the question is not exactly “What is he saying?” but “Why is he saying it?” Reading the work is like putting parts of a puzzle together. The excitement comes when the reader finds a set of connections and a configuration emerges.

I am myself both fascinated by and entirely opposed to this type of presentation in philosophy. My stance is that what is said should be said out front and clearly, but Wittgenstein does not do that. There were four take-home exams, and many of the questions required the students to take a particular set of passages and express what they are saying in plain English.

The main themes were the relations between words and what they stand for, and the relation between body and mind. Roughly, Wittgenstein’s theses are that the names of mental entities do not designate in the same way as the names of non-mental entities, and that the source of the traditional “mind-body” problem is our failure to appreciate that. This is obviously very sophisticated terrain, and mostly not one where undergraduates are liable to have intuitions of their own. Even so, the class seemed very interested, even excited about what was going on. For support I used a class reader written by myself, provided a number of explanatory handouts, and spoke as little as I could, which does not mean only a little. Much of the class interaction was with me. It took the form of questions, and at various points objections to what Wittgenstein seemed to be saying. One especially precocious student took up emailing ideas to me, and we had a very substantial email exchange about Wittgenstein during the spring and throughout the following summer.

The Investigations is written as a dialogue between Wittgenstein and an interlocutorial voice, so part of the difficulty is to figure out who is speaking. Once that is made clear, it is possible to ask “What would you say at this point if you were the Interlocutor?” and “What would you say if you were Wittgenstein?” and then, “Does that claim seem right to you?” “How would Wittgenstein/the Interlocutor reply?” For instance, “Do our words mean things because we mean the things, or vice-versa?” “Do the standard ways we have of comparing our headaches necessarily leave something out?” Wittgenstein says No. Students disagree. They side with the Interlocutor. “Then what is left out?”
I think in one way or another every one of the ten learning goals turned up in this class. For instance, students constantly had to put themselves in Wittgenstein’s place and in the Interlocutor’s place. Even the reference to culture in the 6th goal had a place, e.g. when I brought in the section in “Ishi in Two Worlds” which describes the shaman sucking a pain out with a straw and carrying it off in a jar. Are we assuming the subject is left with an apparent pain, or what? Naturally, in this context one would not bring to bear the entire history of philosophy (goal 8), but students in this class had to acquaint or reacquaint themselves with Descartes and Russell, who belong to the immediate context, not to speak of early Wittgenstein himself. Students were not required to do research, exactly, but they did need to fish material out of the class reader, (goal 9). The practical training they received was to convert what is not stated clearly into clear and linear prose (goal 10), and to do this with both sides of an issue.

The grades in this class were on the high side. Out of 13 students (discounting two or three drops) three got A/A-, six got B’s and four got C’s. Nobody failed, I fail students when necessary, and am not a particularly easy grader. It was a bright and generally well-trained group.
2.2.2 Curriculum

2.2.2.1 Religious Studies
Since our last 5-year review, the department has substantially increased and clarified its offerings in Religious Studies, emphasizing comparative study across several traditions, with the addition of 5 new upper division courses (3404: Mysticism; 3430: The Bible in Film; 3431: Cults and New Religious Movements; 3432: Religion, Monsters, and Horror; 3433: Views of the Afterlife) and 1 lower division course (2003: Intro to Judaism, Christianity, and Islam). Further, some of the department’s offerings were clarified and updated in order to meet the needs of the Religious Studies aspect of its curriculum (each of the following received name changes and/or course description updates: 3411: Judaism (was Jewish Philosophy); 3417: Islam (was Philosophy of Islam); 3403 Religions of the East (was Philosophies of the East); 3421: Atheism, Agnosticism, and Theism (was Atheism); and 2605: Asian Religions (was Asian Thought)).

Due to the massive financial crisis of 08-09 and attendant budget cuts to the campus in 09-10, the department eliminated its four options, including that in religious studies, with the expectation of re-introducing two revised options once the economic situation had improved. Dr. Moreman has developed options in both Philosophy and Religious Studies, as well as a renewed Minor in Religious Studies, but efforts to implement these have been thwarted by a university-wide moratorium on new programs, leaving the department with curriculum in Religious Studies embedded within the Philosophy program without clear indication to students of the distinction between the two disciplines.

In order to improve the visibility of the Religious Studies component to students, the department recently approved a modified curriculum path that explicitly mentions the possibilities for study of religion in the department without necessitating the addition of new programs. These modifications are currently moving through committee. Of course, the department remains committed to re-introducing both the option and minor in Religious Studies in order to provide students formal recognition for their studies in the area.

2.2.2.2 Online / hybrid offerings
The department has successfully implemented one fully online course (PHIL 3720 Feminist Philosophy) and has several hybrid courses (PHIL 3216 Philosophy and Science Faction, PHIL 3502 Social and Political Philosophy, PHIL 3603 Thinkers of the Enlightenment, and PHIL 3701 Philosophy of Education) and has recently approved one completely online section of PHIL 1000: Workshop in Clear Thinking, which will run in spring 2013.

The department recognizes the possibilities inherent in online education, as well as the many pitfalls, and has taken a cautious approach in order to minimize growing pains for students as such courses are rolled out.

The department has instituted a policy by which all online or hybrid courses offered by the department can be reviewed by the rest of the faculty in order to provide
oversight of the process and to offer recommendations for improvement of future implementation.

2.2.2.3 General Education
The department is heavily engaged in offering GE to the university as a whole, with all courses offering credit as both Major requirements AND GE credit for either C4 Upper Division or C2 Lower Division Humanities. This is made possible by a combination of positive factors involving both SFR and major/faculty ratios.

The department is especially involved in the important Freshman Clusters, currently participating in seven cluster communities, covering topics bridging topics across not only departments, but colleges as well:

a) The Ancient World: HIST 1017, THEA 1013 and PHIL 1201
b) Spirituality, Creativity & the Human Experience: THEA 1202, MUS 1004, PHIL 1401
c) Beats, Physics and the Mind: MUS 1085, PHIL 1303, and PHYS 1200
d) Energy and the Environment: PHYS 2005, GEOL 1006, PHIL 1102
e) Individual and Society: PSYC 1001, SOC 1002, and PHIL 1302
f) Thinking Globally: ENSC 2801, PHIL 1104, POSC 1171
g) Viewing Diversity: ES 1005, MLL 1005, and PHIL 1005

2.2.2.4 Concord Campus
The department continues to offer sections of the required PHIL 1000: Workshop in Critical Thinking at Concord campus as requested, including an entirely online iteration of the course scheduled for Spring, 2013, which will allow students from both campuses to take the course together.

2.2.2.5 Multi-cultural Learning
The department has emphasized multi-cultural learning in its learning outcomes, and offers many courses dealing with issues of multi-cultural learning including race, gender, sexuality, and religion.

Further, members of the department have routinely been involved in campus activities fostering multi-cultural learning, including through the invitation to campus of guest speakers representing various faith communities, involvement with the Jewish Studies programming committee, participation and co-sponsorship of various activities with the ASI Diversity Center, and the University’s Diversity Day celebrations.

2.2.2.6 Comparison with other departments
The department’s offerings compare very favorably with those of departments nationally. The diversity of courses offered is impressive given the small number of faculty. Lecturers have been instrumental in driving curricular development in addition to the work done by permanent faculty.

Programs in philosophy and religious studies are often found in distinct departments at some institutions, but it is not uncommon for them to be paired as they are at
East Bay. Though when such a pairing occurs the disciplines are distinct, as evidenced by department titles (i.e., Philosophy and Religious Studies) and from the programming (i.e., with distinct Options, Majors, and Minors).

Our department has been very successful in placing majors in graduate programs, with several going on to San Francisco State and one, Tyrus Fisher, currently working on his Ph.D. at UC Davis. Our reputation is thus guaranteed by the successful transition of our students to graduate studies.
2.3 Students, Advising, and Retention

a) Student demographics of majors, minors, and options

Appendix E contains the relevant data. The numbers are small when compared to other majors offered on our campus, but are proportionally consistent with the number of Philosophy majors nationwide. Nationally, BAs in Philosophy and Religious Studies comprised .78% of degrees conferred in 08-09 (compared to .97% in Math and Statistics and .55% in Ethnic, Cultural, or Gender Studies) and the total number of degrees in these fields is trending upwards from 1970-2009 (see NCES table, http://nces.ed.gov/programs/digest/d10/tables/dt10_282.asp?referrer=). The high proportion of “race/ethnicity” unknown further disrupts the ability to use the numbers purposefully.

Observable from the numbers are the points that more males than females tend to major in philosophy, while the racial profile is mainly white. However, this reflects national trends in the discipline. The department continues to offer diverse curriculum and participate in diversity activities both on and off campus in an effort to encourage a diverse student population.

b) Student level of majors, minors, and options

The vast majority of our majors are transfer students so that our majors are predominantly juniors and seniors.

Because of the problems with modifying our options as expected due to the moratorium on new programs introduced after the budget crisis, as described elsewhere in this document, only a few of our majors are listed as having one of the now-defunct options. Though the department has the desire to re-introduce 2 options (Philosophy, and Religious Studies), the department has offered no options since 2008. The department has, however, introduced what are called “Elective Paths” into the Academic Calendar for 2014, which will allow students to direct their degree according to their career plans in a manner similar to that of formal options.

c) Faculty and academic allocation

Appendix E illustrates the steady reduction in faculty headcount experienced by the department since our last review. The previous five-review showed a reduction of TT faculty from 6 to 3 before it was raised to 4 at the beginning of the current five-year review cycle, only to drop back to 3 by the end of it. The department remains in need of at least two new tenure track hires as specified elsewhere in this report.

d) Course data

Appendix E shows the data on the number of sections offered per quarter, with average class sizes.

Observable from this data is the trend that has seen our average number of sections per quarter drop from 27.4 in 07-08 to 19.3 in 11-12. The department feels that there is demand to run more sections and so the trend towards less available sections is disturbing. Since Philosophy services so many GE requirements, including the
clusters, in addition to its majors, a reduction in the number of offerings limits student opportunities to accomplish their educational requirements.

Also observable from this data is a trend towards higher average class sizes from a low of 24.6 in 07-08 to 32.3 in 11-12. It is important to note, though, that the department has increased its participation in the freshman clusters, to a high of seven clusters. The clusters are normally capped at 30 students. Taking together the facts that 1) our average enrollment has gone up while 2) our total sections has decreased, but 3) our commitment to the low-enrolled cluster sections has gone up, means 4) that our upper division courses, which service our majors and serve as GE, are pressed to meet college targets since GE further caps these courses at 35.

Appendix E illustrates that when viewed in terms of Student/Faculty Ratios, the department has consistently exceeded the college SFR by an average of 4.02 points, twice exceeding the target set for CLASS in the past five years.

Rising average class size, rising SFR, and decreased sections combine to indicate that philosophy is in need of additional teaching resources in terms of sections and faculty to teach them.

e) Alumni Information

We try to keep track of our former majors and find out what they are up to. Of course, we’re not in touch with all of our alumni, but here is a brief sketch of what some of our alumni are up to professionally.

Rachel McDermott (2012) is attending John F. Kennedy University studying in their Consciousness and Transformative Studies program.

Brent Schrodetzki (2012) just started CSUEB’s MBA program and can’t stop arguing with his Econ professor.

Andy Grey (2010) is in law school at Pacific McGeorge in Sacramento will earn his JD with a concentration in Criminal Law in May. He plans to be a public criminal defense attorney.

Ryvenna Lewis (2010) is finishing her MPA at CSUEB while working as a personal assistant to author Gail Carriger. She recently co-authored a piece in the forum section of *Administrative Theory & Praxis* with Jennifer Eagan entitled “Tools and Toys: Theory as Practical Play.”

Dan Navarra (2008) is a youth minister at Trinity United Presbyterian Church in Modesto, CA.

Nic Paolini (2008) is a teacher in the Salinas Union High School District.

Chris Ainsworth (2007) is a graduate student at Cal Poly SLO getting his M.Ed. in Guidance and Counseling. He is ready to graduate in Spring 2013.
Monica Pacheco (1998 and MPA 2005) is the Public Information Officer of the Orinda Country Club.

Valena Mann (2005) is working on her Masters of Applied Science in Kinesiology At CSUEB.

Brett Gonska (2004) is working on his double MA Thesis on the philosophy of Nietzsche at the Dominican School of Philosophy & Theology when he is not working at Chez Panisse.

Lisa Neff (2004) is an Associate Attorney at the Law Offices of S. Alex Liao in San Jose and earned a JD from Santa Clara University.

Eric Roudabush (2000) is a teacher in the Hayward Unified School District.

Michael Berumen (1975) is a graduate of the Stanford Executive Program, an active member of the Bertrand Russell Society, author of Do No Evil, and has recently retired from a successful career in business. Mr. Berumen was a guest of the campus in 2012, when he visited with faculty and students to discuss some of the ideas in his book.
2.4 Faculty
Following the MOU agreed upon at the conclusion of our last 5-year review, the department has consistently applied for new tenure-track positions. We have yet to receive approval for one of these positions, despite having been ranked as “recommended” by the Council of Chairs and Dean of Arts. All of the proposals are attached as Appendix D. The department continues to recognize the urgent need to hire more tenure-track faculty and intends to continue our efforts to gain approval for such positions. Ideally, the department requires at least 3 new hires in the very near future, filling several gaps that have not been replaced through attrition over the last six years.

2.5 Resources
The department does not have extraordinary needs in terms of resource allocation. Our most pressing need is adequate library resources. Aside from increasing the book collection, the department also requires ample access to relevant journal databases. One area where there could be improvement in this regard is in the acquisition of databases catering to the needs of students and faculty engaged in Religious Studies (i.e. EBSCO Religion; ATLA). The current collections do include some journals that are useful to this area, but Interlibrary Loans are frequently necessary to fill this gap.

Appendix F includes a report from Tom Bickley, the department’s library liaison.

2.6 Units Requirement
180 units are required for the Major in Philosophy, including 60 for the Major itself.

2.7 Transfer Model Curriculum
An Associate’s Degree for Transfer for the Philosophy Major was proposed in Dec. 2012, and approved by our department in Jan. 2013. Students holding this degree are able to complete the Bachelor’s degree in Philosophy within an additional 90 quarter units.

We further note that, as an upper-division major, the department is also willing to accept other Associate’s Degrees for Transfer in addition to the one specifically assigned to Philosophy.
3. **Five-year Plan**

3.1 **Curriculum**

With the lifting of the recent moratorium on new programs, the department intends to move forward with previous plans to have the department’s offerings in Religious Studies adequately recognized in order to meet student demand and the realities of the current course curriculum already in place.

To this end, the department intends to re-institute two options, one in Philosophy and another in Religious Studies. Students already divide themselves into these categories according to interest, but official options are necessary in order to 1) allow interested students to find the offerings in Religious Studies already housed within the department, and 2) provide official recognition to those students who have pursued the equivalent of an option in Religious Studies.

The department also intends to re-introduce the Minor in Religious Studies, which had previously been removed due to a lack of expert faculty in this area. The hire of Dr. Moreman in 2008 remedied this particular lacuna, and so the curriculum needs to be updated to reflect this. To this end, the department is working with other departments in order to provide what would be an inter-disciplinary minor housed within the Philosophy department.

In the mean time, the department has introduced a new curriculum path that is currently moving through committee. This plan, once approved, will appear in the 2014 Academic Calendar. Though the new curriculum path will not add any new programs, it does clarify the department’s offerings, including those in Religious Studies, in order to direct interested students with various goals in mind. Students interested in pursuing a law degree, for example, will find a clear set of courses delineated as a suggested path in “pre-law.”

In developing the revised curriculum path, it has also become clear that there exist a few redundancies in the course catalogue where older courses that have been replaced over the years have not yet been removed from the course listings. These redundancies will be rectified in short order.

The department is also exploring online offerings, including the newly introduced opportunity to allow students to take the Critical Thinking required course online. It is planned that both on-the-ground and online sections will be offered in future in order to allow students the greatest flexibility in fulfilling their A3 Critical Thinking requirement.

The department will continue to offer sections of the Critical Thinking course for Concord as needed, with the possibility that an online section might bring students across campuses together in the same online environment.

None of the above curricular changes will have an impact on our compliance with The STAR Act. Furthermore, as there is currently no Associate’s Degree for Transfer to a Religious Studies degree, the department eagerly awaits the creation of
such a program, anticipating that we would also be willing to approve it in addition to the degree in Philosophy.

Additionally, the department intends to maintain its commitments to GE both in the distinctive Freshman Clusters and Upper Division Humanities. In order to mitigate the impact of the low-capped cluster courses, the department will continue to explore alternative possibilities for scheduling, such as emphasizing clusters which schedule two sections with enrollment caps of 45 rather than three sections capped at 30 each. The current chair has engaged the dean’s office in discussion of the maximal involvement in the cluster program.

3.2 Students
If one assumes that the future will reflect the past, then we should expect to see the number of majors remaining constant at about 40 majors per year going forward, with some possibilities for growth. Of course, with increased visibility, and efforts to work with the PEMSA office in terms of recruitment and outreach, we hope to raise our numbers. In fact, the current department chair has reached out to the recruitment office to find additional means of attracting new students.

Over the past years, the department has routinely been engaged in a variety of efforts to recruit and retain students, including Welcome Day, Freshman workshops, Orientations, Al Fresco, and visits to local colleges.

The department anticipates an increase in majors once we gain formal recognition of the Religious Studies offerings since the field is widely popular with students at other campuses, and the courses offered within the department here are consistently full. Anecdotally, several students who have chosen to major in philosophy have come out of interest in religious studies; these students often report being surprised to find the Religious Studies program hidden within Philosophy. One can expect that there would be many more students who would be similarly interested in the topic, though have not been made aware of its availability. The department takes every opportunity to mention this aspect of its offerings, but formal recognition in the form of an option, minor, or departmental name change would each go a long way to alerting students.

In terms of career opportunities, Philosophy courses prepare students for important critical thinking, reasoning, and communication skills that have wide applicability. Recent trends in hiring indicate an increasing awareness among employers of the importance of just such skills and the benefits of hiring Philosophy majors.

Advising is delivered by all faculty members, tailoring a student’s curriculum to his/her particular interests (i.e., Dr. Moreman would advise students interested in religion; Hall would advise those interested in Law, etc.). The new curriculum path will also help students realize the many possibilities that exist for them in taking a degree in our program.

As the department recently adopted revised Student Learning Outcomes, which align with those of the university, we do not foresee the need for further revision of them.
A survey of majors and alumni is conducted as part of our departmental assessment, helping to foster a sense of community among students even after graduation. The opportunity for feedback also allows students to feel that their opinions matter to the department. Lines of communication are further opened by regular involvement of majors in the running of the Philosophy Students’ Society, and in maintaining contacts through Facebook and other social media.

3.3 Faculty

We currently have 2.6 regular faculty, 1 faculty member in the first year of his FERP, and 1 full-time lecturer. This represents a serious decline from 6 ahead of 2007, the year of our last 5-year review. The fractional faculty member represents Dr. Eagan’s joint appointment with Public Affairs & Administration.

Dr. Bielecki began his FERP in 2012, and so will separate fully from the university within the next five years.

Obviously, with so few faculty, the work of a department is onerous for the department, requiring limited faculty to shoulder the weight of diverse committees, assessment, advising, and other reports. Currently, the 3 regular members of the department (Eagan, Hall, and Moreman) share in all of these responsibilities.

The department requires a further commitment of faculty resources in the form of tenure-track faculty in order to balance the distribution of service, to expand and invigorate core curriculum in specific areas (including especially Philosophy of Science; History of Philosophy; and Philosophy of Mind). As such, following the recommendation of the Provost from our previous 5-year review, the department will continue applying for such positions until these important needs are filled.

Given the Provost’s recommendation to apply for new tenure-track positions, it remains unclear why our requests have not yet been approved.

It should be noted that the current chair was appointed to a 3-year term with the proviso that the department make attempts at merging with another department under threat of having chair’s release time and all but the contractually obligated minimum stipend removed after the first year, and departmental S&S funding being cut. Aside from the increasing work-load that would thus be expected of the chair in an already over-burdened department, it is entirely unclear how the administration believes that a department can effectively conduct either teaching or research without S&S funding, especially given the current situation whereby the department shares administrative assistants and office equipment with 3 other departments. Clearly, this situation is not conducive to a positive climate of collaboration between faculty and administration, which would only be made worse if budget cuts are instituted after this academic year. The chair’s appointment letter including the terms described above is included as Appendix G. In any event, the department’s plans for its programming in both Philosophy and Religious Studies remain unchanged by any administrative threat to the department as a unit.
3.4 Other Resources

The current level of resources dedicated to the department is insufficient to meet all needs. Uncertainty surrounding the results of the university’s current Planning for Distinction initiative, efforts by the administration to force the Philosophy Department to initiate a departmental merger with another unit, and the possibility of forming a School of Humanities (or some such entity) makes it difficult to know what kinds of administrative resources will be available going forward.

The department currently shares a Staffing Center with 3 other departments. This Staffing Center is currently administered by only one full-time staff person. Discussions with the administrative assistant and other chairs have indicated that the Staffing Center requires a minimum of 2 full-time staff members in order to meet all of the needs of the departments involved. A memo to this effect was submitted to the dean’s office in the fall quarter of this academic year. Any School of Humanities would similarly share office staff, and the level of staffing would need to adequately reflect the number of departments involved.

Office equipment is aging, with little opportunity for upgrade of big-ticket items like photocopy and fax machines. The department would need to work with the other departments sharing the Staffing Center in order to purchase necessary equipment, but the uncertain nature of the Center has made long-range co-operative planning difficult. Uncertainty surrounding the School of Humanities as well as an impending merger of the Anthropology department (one of the 4 currently sharing the Staffing Center) with Geography makes it difficult to plan for large, long-term purchases.

Current library databases do not include either of the two most important databases for the study of religion (EBSCO Religion, ATLA), limiting the opportunities of both students and faculty to conduct research.

The current level of travel funding offered ($800-$1500) is insufficient to meet all costs associated with conference travel, especially for international travel costs or for faculty members participating in multiple conferences in a given year. Often, faculty must pay out of pocket for costs of registration, airfare, and hotel exceeding these amounts.

The administration’s threat to eliminate S&S funding to the department, if enacted, would make it impossible to meet the needs of education and research in removing such basic equipment as printer paper, chalk, pencils, and markers. Further, it would make it entirely impossible for the department to conduct regular student evaluations. We recognize that the university is moving towards completely online evaluations, and it is unclear how these would affect the cost to the department of administering them.

In order to meet the basic needs of education and research, let alone to improve them, will require: 1) a Staffing Center of at least 2 full-time administrative assistance shared across 3 or 4 departments; 2) an immediate injection of one-time S&S funding to allow for the purchase of big-ticket office equipment (again, shared across departments); 3) an increase in the amount and availability of conference travel...
funding, especially for international conferences and for faculty members who may wish to attend multiple conferences in a given year; and 4) that the current level of S&S funding be maintained going forward. All of these needs would remain whether there were a departmental merger and/or formation of a new School.
4. Outside Reviewer's Report

External Review of the Philosophy Department, April 2013.
At California State University, East Bay

The Cal State University East Bay philosophy department is a small, well-run department, which makes a contribution to the university well beyond its size. It has three full-time faculty members, and one member who is FERPing and, as a result, teaches half the normal load of a full-time faculty members for two quarters of the year. Of these four members, one member has only a two-thirds appointment in the Philosophy Department. In addition, it is actually a department of philosophy and religious studies because Professor Moreman, who is also the chair of the department, is a religious studies specialist.

What this means is that of the twenty-one courses that are offered on average each quarter, more than sixty per cent are taught by lecturers with short-term contracts and other part-time faculty who are hired on an ad hoc basis. It is remarkable that philosophy students who come to CSUEB from the community colleges (and this constitutes the majority of incoming students) are able to graduate in two years. The department takes great pains to make sure that they are offered the courses they need to graduate on time. This contrasts very favorably with the situation with some other CSU campuses where students more often than not are unable to graduate in four years.

I met a fair number of students at a meeting of the student philosophy club, who not only seemed pleased with the quality of the courses offered, and with the philosophy program in general, but were also very bright, articulate, and well-informed. The faculty no doubt deserve credit for this: they are accessible to the students both during their office hours and at other times as well, and the general atmosphere in the department is very congenial and conducive to learning.

In addition, the Philosophy Department is well represented in each of the seven “clusters” that constitute part of the General Education program. Each of the philosophy courses in these clusters is well integrated into the overall topic addressed by the cluster. This goes beyond the courses of critical thinking and logic offered to incoming students.

These significant contributions to philosophy majors, to the General Education program, and to the philosophy club, which is open to all interested students, bear out my judgment that this very small department has an impact on the university far beyond what its numbers might lead one to expect.

It is thus greatly to be regretted that the administration of CSUEB has chosen to reduce substantially the size of what in earlier days was a more substantial program, and in addition it provides very meager support to the department as it stands. The Philosophy Department shares its secretarial staff with the departments of Anthropology, Criminal Justice and Ethnic Studies and furthermore has not been able to get a single new hire for the last four years. I shall say more about this later.
The Philosophy Department of what was previously known as CSU, Hayward, was once one of the strongest departments both in quality and quantity within the Cal State system. Like many other philosophy and humanities departments, in a time of fiscal austerity and very lean budgets, it has suffered tremendous attrition. The assessment systems chosen by the university (which often determine funding) are modeled along the lines of commercial businesses, which look for quick, quantifiable “outcomes.” These systems are inherently biased against a subject like philosophy. Philosophy as a discipline raises fundamental and foundational questions about knowledge, reality, values, purposes, and personal and social good. The worth of such a discipline is qualitative rather than quantitative and its impact gradual and sustained rather than immediate. Wise administrations and administrators know this, and know also that the skills of critical thinking and rigorous discussions about values and the common good are essential requirements for all university students, whatever their major, and essential also in the long run for an educated citizenry. It is thus a misguided idea of fiscal economy to think that such programs whose value is more subtle but nonetheless fundamental do not require adequate support.

Philosophy has long been at the center of a liberal arts education, which in turn has been an essential component of higher education as a whole. The questions of what kinds of knowledge university students should most seek to acquire in an age of widespread “information” and for what purpose remain central to the mission of a university. It is the humanities broadly conceived that help to coordinate and express the deeper significance of the technical knowledge provided by schools of science and technology, business, law, and medicine.

In light of these considerations, I would strongly reinforce the recommendations made by Professor Thomas McCarthy, who was the external reviewer of the department in 2002. He wrote in his concluding statement, “If the administration….wants to sustain the integrity and vitality of the (philosophy) department as a whole, it should start reversing the decidedly sub-optimal ratio of tenure-track to non-tenure-track appointments.” That was written at a time when the CSUEB department had about seven or eight full-time faculty members. The external reviewer in 2007, Professor Rita Manning recommended that the department hire “at least two tenure track faculty members, and another one or two in the next couple of years.” I realize that the fiscal picture has changed since then and that all departments, and especially those of the humanities, are facing severe budget cuts. Still, however, there needs to be a minimum core of full-time tenure track faculty for a department to function, especially a department as central to the humanities as philosophy. At present the department falls seriously short of that minimum.

In order for the CSUEB department to continue to operate as a coherent if small department, I would make two recommendations to the administration. First, give proper and clear recognition to the religious studies component of the department program. The administration to its credit has since the last program review hired Professor Moreman to teach courses in religious studies. This strengthens the program by offering students the
option of choosing a religious studies track. The study of religion is a growing discipline nationally and particularly in California, where the increasing religious diversity of the population makes this both a popular and a needed subject of study. The administration, however, will boost the attractiveness of the Philosophy Department by offering students a formal option of religious studies, which is clearly articulated, instead of the present arrangement where the religious studies courses are buried within a range of philosophy courses.

My second recommendation to the administration is to make at least TWO hires in the next year or two in the areas: first, in the philosophy of science and second, in epistemology and metaphysics. Both these subject areas are two of the most vibrant and essential fields of study in philosophy, and tie in well with the possibility of interdisciplinary inquiry. The CSUEB department has traditionally been known to be strong in the area of the philosophy of science, and it is disconcerting that this strength has not been maintained. The appointment of someone in the areas of epistemology and metaphysics would fill a glaring lacuna in department’s program. Traditionally, logic, epistemology and metaphysics, ethics/applied ethics, and the history of philosophy have been regarded as constituting the basic core of a philosophy curriculum. The theory of knowledge (epistemology) and the study of abstract features of reality (metaphysics), in particular, provide students with some of the essential ideas and equipment for philosophical study, and should ideally be taught by full-time faculty to provide some continuity to the department’s offerings. The problem with hiring part-time faculty to teach these subjects is that what is actually taught often varies from instructor to instructor, and it is difficult to monitor standardization. The addition of faculty in these two fields would immeasurably improve the stature and the attractiveness of the department for incoming students. It would make it look like a proper department again, even if one on the small side.

Further down the line I would strongly advocate a third hire in the area of the philosophy of mind and neuroscience which would offer students an opportunity to keep abreast of the latest research in the areas of neurobiology, brain science, and the philosophy of mind and consciousness. This is one of the most exciting new fields of inquiry today, in which philosophers are playing a prominent role, particularly in the Bay Area.

I can only commend the four full-time members, lecturers, and part-time faculty of the Philosophy Department on the excellent job that they are doing under extremely difficult conditions. If I were to make one recommendation to the department, it would be a minor one, which would not stretch them beyond their already overtaxed abilities. It seems to me a good idea either within the student philosophy club or as part of a faculty colloquium, for the members of the faculty to share with students what attracted and continues to sustain their interest in philosophy as a professional discipline. This would help students to discern a more personal angle to a discipline that is now unfortunately in peril, and empower them to uphold the values of philosophy in what is at present an unfavorable climate.
5. Program’s Response to Outside Reviewer's Report

The faculty of the Philosophy Department at CSUEB wholeheartedly accepts the observations made by our outside program reviewer, Joseph Prabhu of CSU Los Angeles, and would like to thank him for his service to our program.

We agree that our faculty, which has been severely reduced from the much more robust number at our last five-year review, remains dedicated to the Philosophy program and to serving students well in both the major and minor programs as well as the General Education courses. We are proud of our ability to offer the breadth of courses required for a solid major in both philosophy and religious studies while assisting students to graduate in a timely manner despite the system-wide trend that has seen students taking an average of longer than four years to graduate.

We agree that our faculty is doing extraordinary work in the face of the reduced numbers of regular faculty members, reduced resources, and College and University-wide budget cuts. We accept Dr. Prabhu’s observation that the department offers an inordinately large portion of its offerings with lecturers, and the department remains committed to seeing the number of tenure-track faculty increased to address this. On the other hand, the department does wish to acknowledge the hard work of several very accomplished lecturers who have been invaluable to the work of the department.

The department is also proud of its successful student-run Philosophy Society, and thank Dr. Prabhu for acknowledging what he recognized as very bright and articulate students participating in a congenial atmosphere conducive to learning.

Dr. Prabhu also notes his perception that the department’s impact on the university far exceeds its size, and we wholeheartedly agree for the reasons Dr. Prabhu notes (“significant contributions to philosophy majors, to the General Education program [including heavy involvement in the freshman cluster program], and to the philosophy club, which is open to all interested students”) but also the fact that our faculty members provide great service to the university, serving on a range of committees at various levels (Dr. Eagan, for instance, recently won the Sue Schaefer Service Award).

We address Professor Prabhu’s two specific recommendations below.

Religious Studies

Dr. Prabhu acknowledges the hire of Dr. Moreman within the last five years, which was intended to expand the offerings in religious studies of the department. Dr. Prabhu suggests that the administration needs to “give proper and clear recognition to the religious studies component of the department program.” The department has made a number of efforts to accomplish just this, including a proposal to reintroduce the minor in religious studies, reintroduce the option in religious studies, and to change the department’s name to more accurately reflect the department’s offerings, but all of these
efforts have been blocked by administration (including the departmental name change that was approved by Academic Senate but ultimately vetoed by our previous president).

The department agrees with Dr. Prabhu’s assertion that “[t]he administration, however, will boost the attractiveness of the Philosophy Department by offering students a formal option of religious studies, which is clearly articulated, instead of the present arrangement where the religious studies courses are buried within a range of philosophy courses.” Given that the programming in religious studies is already in place, it will only be of benefit – to students, to the department, and to the university as a whole – to formally recognize this programming.

**Tenure-track Positions**

Dr. Prabhu also recommends that the university hire three new tenure-track faculty members: “first, in the philosophy of science and second, in epistemology and metaphysics. [...] Further down the line I would strongly advocate a third hire in the area of the philosophy of mind and neuroscience.” The department notes that Dr. Prabhu here echoes the sentiments expressed in our previous five-year review, and the resulting MOU. Despite this, we have seen the department shrink rather than grow over the last five years in terms of number of faculty.

The department has consistently submitted a request for a tenure-track position in the philosophy of science, which would have benefits not only to our department and our majors, but also to the university community as a whole as the need for STEM education has been singled out in recent years. This position represents an excellent opportunity to engage CLASS and the humanities with the STEM conversation in important ways. The department expects to continue making the case for further hires in whatever ways we can in the hopes that the administration will recognize the value our program and its faculty bring and can bring to the university.
California State University, East Bay

5-Year Program Review and Plan
Department of Philosophy
2006-2007

The Self-Study, Five Year Plan, and the Departmental Responses were reviewed by the program faculty and were approved on April 13, 2007.
# DEPARTMENT OF PHILOSOPHY
## FIVE-YEAR REVIEW AND PLAN
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<td>A.</td>
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<tr>
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</tr>
<tr>
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</tr>
</tbody>
</table>

### ATTACHMENTS:

| B.         | Quantitative Evidence, prepared by the Office of Institutional Research and Analysis |
| C.         | Philosophy Major and Minor from Catalogue                                         |
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| 1.         | Russ Abrams’ Narrative Assessment of PHIL 3305 (touchstone)                        |
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| IV.        | Response to the Outside Reviewer’s Report by the Department of Philosophy          |
I. THE DEPARTMENT OF PHILOSOPHY
SELF-STUDY

A. Mission Statement and Student Learning Outcomes

Mission Statement

Philosophical education seeks to cultivate the intellectual and ethical virtues of our students. By its focus on analysis, comprehension and communication, philosophy develops qualities that are essential to personal fulfillment and civic responsibility. In developing the capacity for a thoughtful private and public life, philosophy teaches and encourages students to critically assess and integrate the different claims and values produced under disparate perspectives and methodologies, with an eye to constructing frameworks of understanding within which action can take on meaning.

Philosophy is a communal practice. As participants in an ongoing inquiry, our shared reflection connects us to the wealth of ideas and arguments furnished by other thinkers in the present as well as the past. Here philosophical education stresses dialogical honesty, as well as respect for both the views of others and the forceless force of the better argument.

Philosophical education aims at making us more complete human beings. It opens the intellect and the heart to the power of questioning and inquiry. It nourishes the faculties that guide us while, together with our friends, we construct frameworks of understanding and the good life.

Student Learning Goals/Outcomes

1) Students should be able to read and comprehend complex philosophical texts.

2) Students should be able to offer good philosophical criticism to the positions presented by others.

3) Students should be able to construct their own philosophical positions and present them persuasively to others in dialogue and/or writing.

4) Students should be able to take in and fruitfully utilize criticisms of their own philosophical positions.

5) Students should show an openness to giving careful and serious consideration to different philosophical views and the reasons offered in support of them.

6) Students should be able to present arguments from various philosophical perspectives, traditions, and cultures—including those very different from their own.
7) Students should be able to empathize with the experiences of others insofar as those experiences are relevant to the resolution of philosophical issues.

8) Students should have competence in the history of philosophy and the major subject areas in philosophy.

9) Students should develop the ability to do philosophical research and to engage with secondary sources.

10) Students should be able to utilize their philosophical training in their public and personal lives.

B. Profile of the Major and Minor Program

The Department of Philosophy at California State University, East Bay offers a BA degree program in philosophy in four different areas, Classical Philosophy, Religious Studies, Law/ Human Rights & Social Justice, and Science/ Technology & Values. The department currently offers three minor options: one in philosophy, one in religious studies, and an interdisciplinary minor in cognitive studies.

These major options reflect the newly designed major that was developed out of the last Five-Year Review Process, and effective in the Fall 2005 catalogue. The goal of the department was to offer a traditional philosophy major for those pursuing a liberal education or considering graduate study in Philosophy and Religious Studies, while also allowing students to pursue interests in contemporary issues related to the studies of politics, law, and science.

All options of the Philosophy major consist of 60 units, for a B.A. degree that totals 180 quarter units. Each major takes 24 units in a core set of required courses, including the touchstone course PHIL 3305 Fundamental Questions: Self, Nature, and God and the capstone course PHIL 4606 Philosophical Seminar, as well as courses in the central areas of ethics, metaphysics, and the history of philosophy. Majors in every option also take an Epistemology Elective and a Social/ Political Diversity Elective of their choice. Then each option has a set of required option core courses and electives tailored to the option area of study.

The Philosophy Minor consists of three areas; most minors follow the standard minor in philosophy.

For details, please see the catalogue description of the Major and Minor Program in Attachment C.
A Note on the Philosophy Department's Role in General Education

The Department of Philosophy is actively engaged in General Education in a wide variety of ways. The department currently offers courses in three freshman clusters, and two sophomore level courses to help native students fulfill their lower division humanities GE requirements. The department offers multiple sections of critical thinking courses in clear thinking and logic every quarter; both fulfill the Critical Thinking General Education requirement. Also, the Philosophy Department offers two upper division courses that fulfill the Critical Thinking General Education requirement, Critical Legal Reasoning and Modern Logic.

The department routinely offers multiple sections of the course Human Rights and Social Justice: Cultural Groups and Women in the US. This course satisfies both the Upper Division Humanities GE requirement and the Cultural Groups and Women GE requirement. Additionally, the department offers two other courses that satisfy both the Upper Division Humanities GE and the Cultural Groups and Women GE requirement, Feminist Philosophy and Race and Social Justice.

The department offers forty courses that satisfy the upper division humanities requirement.

The philosophy department participates in three different freshman clusters, each of which is comprised of courses from three different departments. The department plans to be a part of at least one new Freshman cluster proposal in conjunction with the Departments of Music and Physics. After the demise of the sophomore clusters, the Philosophy Department developed two new stand alone courses to fulfill the need for sophomore level General Education requirements, PHIL 2000 Introduction to Philosophy and PHIL 2001 Introduction to Ethics. Due to enrollment, budget, and staffing concerns, the Philosophy Department no longer offers the two upper-division team taught courses that it had previously offered in conjunction with the College of Business and Economic and with the College of Science.

C. Profile of the Faculty

The Philosophy Department of California State University, East Bay currently consists of five tenured and tenure-track faculty. Though the Philosophy Department has five regular faculty members, that number is sure to decrease in the near future if the department does not replace separated and retiring faculty.

Professor Emeritus Paul Bassen is completing his FERP program at the end of the 2008-2009.

Professor Marek Bielecki is regular faculty member and full professor.
Associate Jennifer Eagan is currently the chair of the department; she holds a joint appointment in the Department of Public Affairs and Administration, teaching only 2/3rds of her time in the Philosophy Department.

Assistant Professor Barbara Hall is a new tenure track hire as of Fall 2006.

Associate Professor Terrence Kelly has been on a leave of absence since Fall 2005, and has recently resigned from the University.

In Fall 2006, Associate Professor Roberta Millstein separated from the University taking a tenured position at the University of California, Davis.

The faculty also consists of many lecturers, some recurring and entitled, some rotating in on a temporary basis. The following twelve have taught courses for the Department between Summer 2006 and Spring 2007: Russ Abrams, Kit Blarney, Jürgen Braungardt, Craig Derksen, Robert Gorton, Mary Beth Lamb, Harry Manhoff, Vida Pavesich, Agha Saeed, Michael Sudduth, Wendy White, Derrick Willis.

D. Statistical Analysis of the Program

Student Information:

<table>
<thead>
<tr>
<th>Category</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Majors</td>
<td>17</td>
<td>24</td>
<td>24</td>
<td>19</td>
<td>23</td>
<td>29</td>
</tr>
<tr>
<td>Degrees awarded</td>
<td>2</td>
<td>6</td>
<td>7</td>
<td>4</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Philosophy FTES generated</td>
<td>190.40</td>
<td>206.7</td>
<td>196.5</td>
<td>184.0</td>
<td>180.3</td>
<td>203.7</td>
</tr>
<tr>
<td>Number of courses offered</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>16</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>Number of sections offered</td>
<td>27</td>
<td>29</td>
<td>27</td>
<td>24</td>
<td>24</td>
<td>28</td>
</tr>
<tr>
<td>Average section size</td>
<td>26.30</td>
<td>27.64</td>
<td>27.26</td>
<td>29.91</td>
<td>28.13</td>
<td>27.29</td>
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</table>

Data for majors, degrees awarded and FTES generated taken from Institutional Research and Analysis Report. Other information generated from Data Warehouse. Averages disregard Philosophy 4900 with only one student. It represents figures for the fall quarter.

Tenure-Track Faculty Information:

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<thead>
<tr>
<th>Category</th>
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<th>2003</th>
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<tr>
<td>Headcounts of TT Faculty</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>FTEF of TT Faculty</td>
<td>5.67</td>
<td>5.67</td>
<td>4.67</td>
<td>3.67</td>
<td>3.67</td>
<td>3.0</td>
</tr>
<tr>
<td>Teaching FTEF of TT Faculty</td>
<td>3.3</td>
<td>3.3</td>
<td>3.8</td>
<td>3.3</td>
<td>2.7</td>
<td>2.33</td>
</tr>
<tr>
<td>FERP FTEF</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total TT Teaching FTEF</td>
<td>4.00</td>
<td>3.3</td>
<td>3.8</td>
<td>3.3</td>
<td>2.7</td>
<td>2.33</td>
</tr>
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</table>
Note: Until Summer of 2006, Jennifer Eagan had a 2/3rd appointment in Philosophy and 1/3rd appointment in Public Administration. This data is taken from the IRA report and departmental records. It represents figures for the fall quarter.

**Lecturer Faculty Information:**

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<tr>
<td>Lecturer headcounts</td>
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<td>6</td>
<td>6</td>
<td>4</td>
<td>8</td>
<td>8</td>
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<tr>
<td>Lecturer FTEF</td>
<td>5.2</td>
<td>5.5</td>
<td>4.3</td>
<td>3.3</td>
<td>4.9</td>
<td>4.5</td>
</tr>
<tr>
<td>Lecturer % of Dept FTEF</td>
<td>61.2%</td>
<td>62.5%</td>
<td>53.1%</td>
<td>50.0%</td>
<td>64.5%</td>
<td>66.6%</td>
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<tr>
<td>Lecturer % of sections offered</td>
<td>63%</td>
<td>58.1%</td>
<td>55.6%</td>
<td>56.5%</td>
<td>75.0%</td>
<td>78.6%</td>
</tr>
<tr>
<td>Lecturer % of FTES taught</td>
<td>70.2%</td>
<td>73.1%</td>
<td>63.4%</td>
<td>61.1%</td>
<td>79.3%</td>
<td>76.96%</td>
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Note: Data taken from IRA report. It represents figures for the fall quarter.

**Student-Faculty Ratios:**

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<th>2004</th>
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<td>Lower Division</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>FTES</td>
<td>78.7</td>
<td>93.9</td>
<td>71.1</td>
<td>80.8</td>
<td>79.2</td>
<td>92.5</td>
</tr>
<tr>
<td>FTEF</td>
<td>3.0</td>
<td>3.3</td>
<td>3.1</td>
<td>2.3</td>
<td>2.8</td>
<td>4.4</td>
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<tr>
<td>SFR</td>
<td>26.1</td>
<td>28.4</td>
<td>26.4</td>
<td>34.5</td>
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<td>Upper Division</td>
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<tr>
<td>FTES</td>
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<td>115.5</td>
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</tr>
<tr>
<td>FTEF</td>
<td>5.5</td>
<td>5.6</td>
<td>5.0</td>
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<td>4.8</td>
<td>5.0</td>
</tr>
<tr>
<td>SFR</td>
<td>20.2</td>
<td>20.3</td>
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<td>Totals</td>
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<td>FTES</td>
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<td>FTEF</td>
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<td>8.1</td>
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Note: Data taken from IRA report. It represents figures taken from the fall quarter.

**Course and section information:**

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<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower Division</td>
<td>6</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Upper Division</td>
<td>10</td>
<td>13</td>
<td>11</td>
<td>10</td>
<td>9</td>
<td>11</td>
</tr>
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<td>Total</td>
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<td>20</td>
<td>18</td>
<td>16</td>
<td>14</td>
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</tr>
<tr>
<td>Sections</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Lower Division</td>
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<td>17</td>
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<tr>
<td>Total</td>
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<td>32</td>
<td>27</td>
<td>24</td>
<td>24</td>
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<td></td>
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<tr>
<td>Category</td>
<td>Number of majors</td>
<td>Percentage of majors</td>
<td></td>
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<td></td>
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<tr>
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<tr>
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<td>3</td>
<td>13.5%</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>African American</td>
<td>3</td>
<td>13.5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latino</td>
<td>1</td>
<td>5%</td>
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<tr>
<td>White</td>
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<tr>
<td>Total number of majors</td>
<td>29</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Note: Data taken from CAPR Table I for Fall 2006, CSU ERSS Statistical Extract. Percentages reflect only the known ethnicity information.
E. Discussion of Recent Trends

Increase in Use of Lecturers and Reduction of Regular Faculty

The percentage of philosophy courses taught by lecturers has remained well above 50% for the last ten years. However, an even more disturbing trend can be seen in the past two years worth of data. Reiterating the statistics on lecturer faculty from above:

<table>
<thead>
<tr>
<th>Category</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer % of sections offered</td>
<td>63%</td>
<td>58.1%</td>
<td>55.6%</td>
<td>56.5%</td>
<td>75.0%</td>
<td>78.6%</td>
</tr>
<tr>
<td>Lecturer % of FTES taught</td>
<td>70.2%</td>
<td>73.1%</td>
<td>63.4%</td>
<td>61.1%</td>
<td>79.3%</td>
<td>76.96%</td>
</tr>
</tbody>
</table>

Within the past two years, the department’s percentages of sections taught by lecturers and FTES served by lecturers has risen dramatically. While we consider our lecturers to be highly effective teachers, this trend has created serious problems for the major. Part-time lecturers cannot be expected to devote the time and energy needed to develop an adequate program. Our specific hiring needs are addressed in our Hiring Plan (see Part II.C, page 20). However, tenure track hires are the department’s most vital need. An increase in the number of tenure-track positions is also vital to create an atmosphere of philosophical dialogue and ambience that attracts majors.

Since 2002, the number of tenure track faculty teaching in our program has been cut in half. In Fall 2006, the Department had only three regular faculty teaching courses. Our department has reached the inverse of the California Legislature’s target ratio of 75% regular to 25% part-time faculty.

Enrollment Trends

The department is the seventh largest in CLASS in terms of FTES as of Fall 2006. Our FTES have grown from 180.3 in Fall 2005 to 203.7 in Fall 2006, in spite of the reduction of regular faculty. The Philosophy Department has benefited from enrollments of General Education courses, including our participation in three Freshman clusters. Our participation in GE will only grow as the University increases its enrollments in general, and its native student population in particular.

In spite of pressures to increase enrollments by increasing section sizes, the Philosophy Department caps all its courses at 25, 30 or 35 students in order to facilitate Socratic dialogue in the classroom. We have been able to maintain an average number of students per section of 28.

Majors

The Philosophy Program has significantly increased our numbers of majors. According to the IRA statistics, the program currently has 29 majors. However, according to Blackboard records the number of majors is 35. This discrepancy may be due to the fact
that sometimes double majors do not show up on the IRA reports. In our last Self-Study (2001-2002), we projected that, “A realistic target [for majors] would be 30 to 35.” We have reached that goal. The Philosophy Department remains committed to increasing the number of majors. Our curricular and program revisions seemed to have worked in terms of attracting majors to the program.

There are two potential sources of philosophy majors, the lower division native students who discover their love of philosophy in cluster or critical thinking courses, and transfer students who either have discovered a love of philosophy at another institution or have stumbled onto philosophy by taking their upper division GE requirement in the Humanities.

Philosophy will continue to be active in lower division GE courses, hopefully increasing our presence in GE clusters and continuing to serve the bulk of lower division students fulfilling their A3 Critical Thinking GE requirement. If we put some of our best instructors in these roles, we should be able to attract majors through these course offerings.

The vast majority of undergraduate students at CSUEB remain transfer students. The Philosophy Department continues to reach out to nearby two-year colleges in order to attract majors. During the 2005-2006 Academic Year, we had two guest speakers from two-year colleges. Maxine Freed from DeAnza and Monterey Peninsula Colleges gave a lecture on “Key Aspects of Buddhist Ethics”, and Wayne Yuen from Ohlone College gave a lecture entitled “The Bloody Connection between Vampires and Vegetarianism”. Both of these talks were well attended and hopefully provided a favorable impression of our program to faculty who are likely to refer students to our campus. The Philosophy Department plans to continue and broaden the scope of our outreach to local two-year schools in order to attract new majors to CSUEB.

F. Summary of the Last External Reviewer’s Report

The attached External Review by Thomas McCarthy, Northwestern University from 2002 makes the following observations and recommendations about the Philosophy Department and Program:

1. McCarthy notes that the department’s extensive service to General Education and devotion to many options and inter-disciplinary areas “has stretched it as thinly as is prudent for the good of the Department and the University”

2. “First, too great a disproportion [of lecturers to tenure-track faculty] can undermine the coherence and weaken the center of the Department to a point where its internal dynamics begin to dissipate . . .”
3. “Second, it seems evident that the high proportion of lecturers places an undue burden of administrative and committee responsibilities on the tenure-track members of the Department.”

4. McCarthy noted that this burden sets the stage for faculty burn out, particularly of its three junior faculty members (Kelly, Millstein, and Eagan).

5. Because of the disproportion of lecturers to tenure track faculty and the high work load, McCarthy’s reports highlights the need for new tenure track hires, particularly in the area of Religious Studies.

6. In his report, McCarthy noted the dual needs to keep the heart of the discipline strong through the major, as well as to diversity our faculty and course offerings. Philosophy is an important discipline, and key to the study of humanities. The Philosophy program should not be reduced to a service program. Therefore, the University needs to help the department enhance diversity and multicultural nature of the department, particularly through a new hire in Religious Studies.

7. McCarthy noted that due to the interdisciplinary nature of the lower division cluster system, the Department needed an upper division course that serves as an introduction to philosophy.

8. McCarthy recommended specific curricular changes, particularly a revision of our sophomore course offerings and our sequence of course in the History of Philosophy.

9. Finally, McCarthy warned the faculty of the Philosophy Department that its current assessment plan was overly cumbersome and would further drain the faculty of much needed energy and resources.

G. Implementation of Goals and Suggestions Contained in the Last Five-Year Review and External Reviewer’s Report

The Philosophy Faculty generally concurred with McCarthy’s 2002 assessment of the philosophy program. The following narrative reflects how the department responded to each suggestion.

1. McCarthy notes that the department’s extensive service to General Education and devotion to many options and inter-disciplinary areas “has stretched it as thinly as is prudent for the good of the Department and the University”

The department’s situation has actually worsened with respect to being stretched too thin. This is mainly due to faculty separations. Bill Langan retired at the end of the 2004 academic year. Terrence Kelly has been on a leave of absence since Fall 2005, and his return is uncertain. Roberta Millstein left the department in Summer 2006 to take a
position at the University of California, Davis. The good news is that the department did hire a new tenure faculty member, Barbara Hall, who joined the department in Fall 2006. However, on the whole, the Department has lost more ground than it has gained in terms of tenure and tenure track faculty since our last Five Year Review.

2. “First, too great a disproportion [of lecturers to tenure-track faculty] can undermine the coherence and weaken the center of the Department to a point where its internal dynamics begin to dissipate ...”

This disproportion between lecturers and tenure-track faculty has grown greater rather than smaller in recent years, as is shown in this reiteration of our department’s statistical data:

<table>
<thead>
<tr>
<th>Lecturer % of Dept FTEF</th>
<th>61.2%</th>
<th>62.5%</th>
<th>53.1%</th>
<th>50.0%</th>
<th>64.5%</th>
<th>66.6%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer % of sections offered</td>
<td>63%</td>
<td>58.1%</td>
<td>55.6%</td>
<td>56.5%</td>
<td>75.0%</td>
<td>78.6%</td>
</tr>
<tr>
<td>Lecturer % of FTES taught</td>
<td>70.2%</td>
<td>73.1%</td>
<td>63.4%</td>
<td>61.1%</td>
<td>79.3%</td>
<td>76.96%</td>
</tr>
</tbody>
</table>

The share of FTEF, sections, and students taught by lecturers has increased, predictably, as our tenure-track faculty has diminished. This remains true as our commitment to serve General Education has remained constant and our numbers of majors has increased. Even though the department is fortunate to recruit, hire, and maintain an excellent cadre of lecturers, this takes a predictable toll on both the faculty and students in the department. Our ratio is the inverse of the CSU system-wide ideal of the 75% tenure and tenure-track faculty to 25% lecturers.

3. “Second, it seems evident that the high proportion of lecturers places an undue burden of administrative and committee responsibilities on the tenure-track members of the Department.”

The small number of tenured and tenure stream faculty makes running the department and serving the University more broadly very difficult. Two of the three then junior faculty members from the last Five Year Review Report are not currently teaching in the department. Roberta Millstein cited workload issues in her decision to take the position at UC Davis.

4. McCarthy noted that this burden sets the stage for faculty burn out, particularly of its three junior faculty members (Kelly, Millstein, and Eagan).

Due to the small number of department faculty, practically every faculty member serves on every department level committee. Additionally, the faculty of the Philosophy Department has a long standing tradition of hefty service to the College of Letters, Arts, and Social Science as well as to the University, serving in the Academic Senate, and committing to multiple positions on College and University Committees. However, the separations may tell the real story of the cost of this extensive service.
5. Because of the disproportion of lecturers to tenure track faculty and the high work load, McCarthy’s reports highlights the need for new tenure track hires, particularly in the area of Religious Studies.

The need for new tenure-track hires is greater now than when McCarthy wrote his report in 2002. The Department has requested a tenure-track position in Religious Studies repeatedly without success. The Department’s current hiring plan seeks positions in both Religious Studies and a replacement for Roberta Millstein in the area of Philosophy of Science.

6. In his report, McCarthy noted the dual needs to keep the heart of the discipline strong through the major, as well as to diversity of our faculty and course offerings. Philosophy is an important discipline, and key to the study of humanities. The Philosophy program should not be reduced to a service program. Therefore, the University needs to help the department enhance diversity and multicultural nature of the department, particularly through a new hire in Religious Studies.

The Philosophy department revised its major program to appeal to new majors, which seems to have had the desired effect, since the numbers of majors has risen in recent years. However, we need resources in the form of tenure-track hires to maintain this momentum.

7. McCarthy noted that due to the interdisciplinary nature of the lower division cluster system, the Department needed an upper division course that serves as an introduction to philosophy.

The new major now requires a course, PHIL 3305 Self, Nature, and God: Fundamental Questions, which serves as a touchstone course for incoming majors and as an upper division introduction to philosophy for any student at the University.

8. McCarthy recommended specific curricular changes, particularly a revision of our sophomore course offerings and our sequence of course in the History of Philosophy.

In response to both McCarthy’s suggestion and to changes in the lower division GE program, the Philosophy program introduced two new Sophomore level courses for lower division GE in the humanities, PHIL 2001 Introduction to Philosophy and PHIL 2002 Introduction to Ethics to provide two broad and traditional surveys of philosophy for lower division students. Within the revision of the major program, the faculty decided to trim the number of required history sequence courses depending on the option area.

9. Finally, McCarthy warned the faculty of the Philosophy Department that its current assessment plan was overly cumbersome and would further drain the faculty of much needed energy and resources.
In response to McCarthy's suggestions, the department’s assessment plan has been revised to be more focused and less ambitious than it was five years ago. The new assessment plan focuses on the touchstone and capstone courses in the major, seeking regularly feedback from majors and minors, and surveying alumni.

H. Goals and Suggestions Yet to Be Accomplished

1. Revitalization of the Tenure-Track Faculty
We have yet to receive approval of our repeated request for a position in Religious Studies. The Religious Studies option in the new major is one of the most popular, in spite of the fact that do not have a regular faculty member to coordinate the program. The vast majority of courses in this option area are taught by lecturers. This hire would help us both to serve our majors well and to diversify our faculty and course offerings, thus satisfying the University’s mission of creating a “multicultural learning environment”. A hire in Religious Studies would serve the whole University by providing much need curricular content on religions around the world.

2. A Revision of the Minor.
The faculty will tackle this task within the next year. This effort will be coupled with an effort to attract new minors to the program.

3. A Continued Increase in Number of Majors.
The department has made great strides in attracting majors since the last five-year review. The department plans to extend its outreach to area two-year colleges as well as to native CSUEB freshmen.

I. Current Assessment Plan

Assessment Plan
CSUEB Department of Philosophy

Aim of the Assessment Plan
The department has always utilized assessment in the form of student evaluations and peer reviews. This data has been used to improve pedagogy and received rigorous examination in retention, tenure, salary increase and promotion reviews. However, the demands for educational accountability have made it necessary for the department to create a more comprehensive assessment plan. This plan will evaluate the program as a whole as well as in its parts and make it easier for the department to evaluate its effectiveness, pinpoint shortcomings and propose meaningful pedagogical reform.

Qualitative Data and Objectivity
In its assessment plan, the department will rely heavily on qualitative rather than quantitative data. While quantitative data is an appropriate evaluation tool in certain contexts, the department believes that qualitative evaluations are better suited for the pedagogical activities of the department. As evidenced by the GRE’s discontinuation of the philosophy subject exam, quantitative data does not measure particularly well the impact (cognitively, ethically or aesthetically) of philosophical studies on a student. This is in part because philosophical training centers on developing a number of formal skills while transforming the substance of the person—neither of which are evaluated well by quantitative data. However, relying on qualitative data in no way sacrifices the objectivity of evaluation. As will be seen in the following, the department proposes a number of procedures to produce unbiased interpretive evaluations of the program’s effectiveness.

The Construction of Learning Goals

In the construction of learning goals, the department, recognizing the fact of academic pluralism and freedom, begins with the actual myriad practices of the faculty and attempts to find/construct broad agreements on the purpose of the particular courses offered by the department. From this broad agreement, learning goals for the program and particular courses are constructed. The constructing of learning goals immediately raises pedagogical issues (i.e. curriculum issues). These questions may be answered by transforming pedagogy or by modifying the learning goals depending on the considered judgments of the faculty. Only when an equilibrium between constructed learning goals and pedagogical issues is achieved does the assessment plan formally appeal to learning goals to evaluate the program or specific courses. This approach has the value of recognizing academic pluralism and freedom, while producing meaningful pedagogical debate within the process of constructing learning goals.

Students Learning Goals/Outcomes

In assessing the department as a degree granting program, the department evaluates itself in terms of its ability to provide major/minor students with a coherent and comprehensive learning experience in philosophy. Specifically, the department’s overall goal is to produce a certain kind of student (if not a certain kind of person), one who exhibits the skills and knowledge that one would reasonably expect a competent philosopher to possess. This overall expectation can be broken down into a series of particular learning goals that we want our graduating majors and minors to achieve.

Student Learning Goals/Outcomes

1) Students should be able to read and comprehend complex philosophical texts.

2) Students should be able to offer good philosophical criticism to the positions presented by others.
3) Students should be able to construct their own philosophical positions and present them persuasively to others in dialogue and/or writing.

4) Students should be able to take in and fruitfully utilize criticisms of their own philosophical positions.

5) Students should show an openness to giving careful and serious consideration to different philosophical views and the reasons offered in support of them.

6) Students should be able to present arguments from various philosophical perspectives, traditions, and cultures—including those very different from their own.

7) Students should be able to empathize with the experiences of others insofar as those experiences are relevant to the resolution of philosophical issues.

8) Students should have competence in the history of philosophy and the major subject areas in philosophy.

9) Students should develop the ability to do philosophical research and to engage with secondary sources.

10) Students should be able to utilize their philosophical training in their public and personal lives.

Assessment Methodology

The department assesses itself vis a vis its major and minor students by way of a touchstone experiences, capstone experience, focused discussion groups, and surveys of alumni.

1) Touchstone course:

In the Fall of their first year as majors (usually their junior year) majors and minors will take a philosophical writing and methods course. The nature of philosophical reflection, the scope of philosophical questioning, and the hermeneutics of philosophical dialogue will constitute the core subject matter of the course. The faculty member teaching the course will construct a narrative evaluation of the students' abilities in the course and provide a report to the faculty on what skill sets this cohort of students needs to work on the most. This communication between faculty members is key to helping students develop as they go through the major. The narrative report serves as a point of reflection on who our majors and minors are and where they need to go. It provides a snapshot of our majors as they enter the program.
PHIL Fundamental Questions: Self, Nature, and God (4)
3305 Topics such as the mind-body problem, freedom versus determinism, and the nature of truth, faith, and reason.

See Attachment H.1 for the latest Faculty Narrative Evaluation of PHIL 3305.

2) Capstone course:

The use of a capstone experience has the advantage of making assessment itself a part of a valuable learning experience for the student. The department has constructed a unique capstone course that is meant to test the student’s philosophical abilities within a learning context. In the capstone course, majors are prepared for graduate work in seminar setting that requires the students to engage in scholarly work in philosophy. The faculty member teaching the course will construct a narrative evaluation of the students’ abilities in the course and provide a report to the faculty on what skill sets this cohort of students has achieved and what skills and content we may need to work on for the next cohort of majors. Communication between faculty members remains key to helping students develop as they go through the major. The narrative report serves as a point of reflection on where our majors stand at the end of their years of study in philosophy. It provides a snapshot of our majors as they exit the program.

PHIL Seminar in Philosophy (4)
4606 Intensive study of an individual philosopher, school, movement or problem in philosophy. May be repeated for credit when content varies.

See Attachment H.2 for the latest Faculty Narrative Evaluation of PHIL 4606.

3) Focused Discussion Groups:

The touchstone and capstone experiences can only serve as barometers of the department’s success at meeting its learning goals. It cannot offer an explanatory account of the department’s successes or failures. This is the role of focus discussion group. The group will meet yearly and the discussion will be guided by the assessment results of the touchstone and capstone courses. Particular failures in meeting learning goals will be discussed with the students in an effort to pinpoint what elements of the program failed to provide them with the skills and knowledge areas that the department expects from them. Likewise, the department’s successes in meeting learning goals will also be analyzed. This will give both majors and minors an opportunity to discuss their experience in the program in relation to the Student Learning Goals/Outcomes, and to provide guidance to the faculty on how to improve the program.

See Attachment H.3 for Student Feedback from Winter 2007.

4) Alumni Surveys:
The department will also periodically survey program alumni in an effort to determine the long range impact that the program has had on their lives. These surveys are meant to test for Student Learning Goal/Outcome #7, that is they test to see if the philosophical training the student received at CSUEB is actualized in the student's life.

Due to changes in chair, faculty, and office staff, the Philosophy Department has not recently conducted alumni surveys. Next year, the first round of student from our new major will have graduated and we will track their progress through an alumni survey.

Summary

By use of the touchstone and capstone experiences, focus groups, and alumni surveys, the department will construct a self-assessment that is objective in the sense that it is free from bias and is based on the agreement of both faculty and students. This is because the evaluation of the program utilizes the judgment of multiple members of the faculty in conjunction with the actual experience and judgments of students. In this sense, the students of the program dialogically engage the faculty as co-participants in the assessment procedure.
II. DEPARTMENT OF PHILOSOPHY
DRAFT PLAN

A. Curriculum and Program Revisions

Since our last Five-Year Review in 2001-2002, the major task of the Philosophy Department has been to revise and implement the redesigned major with the new option areas. Students began entering the new major in Fall 2005, so we are looking forward to our first graduates of the new major in the Spring of 2007. Overall, student response to the new major has been favorable. We have increased the numbers of majors in the past two years, and students broadly report that they like the new option areas because of their emphasis on contemporary issues and practical foci.

Because the new major is just getting started, the Philosophy Department has no plans to significantly alter the major program at this time. However, the department has four future tasks on the horizon.

1. Revising the Minor
Since we have revised the major, we now need to revise our minor program. Philosophy as a discipline area is well suited as a minor for majors in various fields, such as English, Political Science, Biology, etc. Particularly with our emphasis on applied ethics and contemporary issues, our Philosophy minor is complimentary to many majors. Our three tiered minor is probably too tailored and unnecessary. For example, the department has not had a student minor in the Cognitive Science option in some time. A minor with a simple core set of courses and many elective choices would allow students to pursue chosen areas of interest, and would likely attract students due to its flexibility.

2. New Courses
Our new tenure-track faculty member, Barbara Hall, is developing a new course in African American Philosophy, one of her areas of specialization. This course will serve both the Social and Political Diversity component of the major in all options. This course will enhance the diversity of the content in the Philosophy Department, and will likely serve non-majors as a General Education course. The department hopes that Professor Hall will develop other courses, and joined by new tenure-track faculty who will further develop curriculum areas.

3. Streamlining Course Offerings
At the present time, the Philosophy Department has many courses listed in the University Catalogue that we do not have the staffing or the budget to offer. Some courses listed in the catalogue do not fit neatly into the new major and tend not to attract General Education students either. Reviewing our course listings will help us focus on what works both in our new major and for General Education.
4. Freshman Clusters
The Philosophy Department is currently in the process of developing proposals in response to the call for Freshman Clusters coming from the Office of General Education. We hope that these proposals will be accepted and that the Department will increase its offering in the Freshman Cluster Program to serve these students in the beginnings of their liberal educations, and to potentially attract native students to the major.

Given the diminished size of the regular faculty in the Philosophy Department, our ability to offer new courses, revise our minor, and serve the needs of the student in general education courses depends in large part on the department’s future tenure track hires.

B. Future Assessment Plans

Upon the recommendation of our last Outside Program Reviewer, The Philosophy Department has scaled down its previous assessment plan because it was overly ambitious.

The Department plans to continue with its current assessment plan (see page 14). So far, it is serving us well in terms of gathering data and opening up lines of communication between faculty members and students. In this ongoing conversation, we are continually improving our courses, pedagogy, and relationships to majors and minors. We are satisfied that we have created a workable, useful, and flexible mode of assessment that is not overly burdensome.

The final piece that we need to implement is the alumni survey. Developing this survey, keeping better track of our alumni, and collecting data will be a primary project of the department in the 2007-2008 AY.

C. Faculty Hiring Plans

Immediate Needs
The Philosophy Department is in critical need of tenure-track hires. In our last Five-Year Review document, we described the structuring of the new major around the four content areas, envisioning at least one regular faculty member being in charge of each option. Many courses in the Classical Option are covered by Professors Bassen and Bielecki. Professors Eagan and Hall cover the area of Law, Human Rights, and Social Justice.

In light of the changes in our major curriculum and recent faculty separations, the Philosophy Department would like to request the following two tenure-track searches for the 2007-2008 academic year.
1. Religious Studies

This critical need was addressed in our last Five Year Review, and we remain in need of a faculty member to head up the Religious Studies option in the major. These courses are almost exclusively taught by lecturers, even though this is one of the two most popular major options.

2. Philosophy of Science

Due to the separation of Roberta Millstein from the department, we need a faculty member who specializes in the area of Philosophy of Science, with an emphasis in applied ethics. This is a socially relevant area that is in high demand, and is specific in its focus. In the past, the department has had difficulty staffing these courses with lecturers with the relevant expertise.

Future Needs

In the Summer of 2008, Professor Bassen will complete his FERP program. Associate Professors Kelly and Millstein have recently separately from the University. Due to these separations, if the department does not receive additional lines for regular faculty, the department will be down to 2.67 regular faculty members. The two tenure track requests in our current hiring plan represent what the department needs immediately. We will need to replace these future separations within the next five years with at least two more tenure track positions.

If the department were to achieve the California Legislature's target ratio of 75% regular faculty to 25% lecturer faculty in terms of courses taught, this would require hiring five new faculty members within the next five years.

See Attachments F and G for the 2007-2008 tenure track requests.
Attachment A

External Review of the Department of Philosophy at CSUH, dated May 28, 2002

May 28, 2002

External Review of the Philosophy Department
At the California State University, Hayward

The Hayward Philosophy Department is a small, well-run department, with a high-quality faculty, which makes an outsized contribution to the University. Its high total enrollments and average section sizes are indicators of the large role it plays in meeting the needs for the general education “clusters” and the critical thinking requirement. The diverse content of the clusters in which it is involved, as well as the religious studies option and the cognitive science minor, attest to the broadly interdisciplinary and cross-disciplinary nature of its offerings. All of this has gone to make it a predominantly service-oriented department and, in my view, has stretched it as thinly as is prudent for the good of the Department and the University. In fact, there is only one sort of general service expansion that seems to me feasible in its present configuration: if the School of Business and Economics should choose to build a business ethics component into its degree programs, the Philosophy Department could provide the necessary courses largely by expanding its staff of lecturers.

Now that the professional situation of its company of lecturers has been appreciably improved, the problems I see with the continuing disproportion between courses staffed by lecturers (more than 60% of the sections offered) and those staffed by tenure-track faculty are the following. First, too great a disproportion can undermine the coherence and weaken the center of the Department to a point where its internal dynamics begin to dissipate, to the detriment of everyone concerned. Fortunately, that has not yet happened; the level of energy and initiative remains high. But further increasing that disproportion could seriously endanger the integrity of the program. And I assume that no one reading this report has to be persuaded of the importance of a healthy, vibrant philosophy program to the life of an institution of higher education. Second, it seems evident that the high proportion of lecturers places an undue burden of administrative and committee responsibilities on the tenure-track members of the Department. This is particularly the case with the three, untenured, junior members. At this early stage of their teaching and scholarly careers, the amount and kind of administrative/committee work they do strikes me as unduly burdensome. This is one reason, I think, for adding an additional tenure-track line to the Department. There are others.

Because the Department’s resources are so strained by fulfilling its general-service functions, the majors suffer. The University Administration, whose resources are no doubt also strained, could take the view that this is as it should be. But it would be a serious error, I think, to allow the Department to degenerate into a service department with a handful of majors. The number of majors will no doubt remain smaller than in disciplines with more secure career paths; but it should be large enough to sustain the
professional vitality of the faculty and enable them properly to carry out the Department’s educational mission. Philosophy has for centuries been regarded as the heart of the liberal arts and is still viewed by the best educators as an essential component of higher education. Put simply, the Department cannot play that role if its program is reduced to a loose collection of service-related courses and its faculty to lower-level teaching. To keep the heart strong, the major has to be kept strong; for that is what nourishes the professional development of the faculty and enhances the quality of instruction as a whole. Given that roughly half of the majors in philosophy come to it through an interest in religious studies and do in fact choose that option, the most glaring weakness in the present make-up of the department is the absence of a tenure-track appointment in this area. I would strongly recommend adding a line in religious studies; and my clear impression from talking to about 1/3 of the existing majors is that, whatever else the person hired does, s/he should cover in depth the Christian tradition of religious-philosophical thought. Of course, given the diverse nature of your student body, knowledge of other traditions, especially Asian, would also be important.

As to the present constitution and proposed revisions of the philosophy major: I think the idea of areas of concentration makes good sense – up to a point. In specific, it seems to me that the areas of (1) science, technology, and values, (2) philosophy, law, and economics, and (3) human rights and social justice are effectively staffed (by Professors Millstein, Kelly, and Eagan, respectively) and appropriately conceived as inherently interdisciplinary undertakings. However, it also seems to me that history of philosophy and metaphysics/epistemology (as well as ethical theory) are best conceived not as separate special areas but as the core of the program as a whole. And they are in any case well covered in the general requirements for the major. About the seventh proposed area, cultural studies and Asian philosophy, it seems to me that adding a religious studies line to the already considerable offerings in this area would be sufficient. The danger with too many separate areas is, of course, a dispersion effect that might threaten the overall integration of the program, especially if the tendency for them to split-off into self-contained units is not resisted. At present, adding proper staffing for a fourth special area – religious studies – to the existing staffing for the areas mentioned above seems to me to strike the right balance between differentiation and integration.

In addition to an additional appointment in religious studies, preserving the vitality of the department will require replacing in a timely fashion any retirements that might occur in the interim till the next review. In the meantime, however, there are some structural changes in the program that might enhance that vitality without requiring additional resources. The students I talked with were unanimously and emphatically of the opinion that neither the critical thinking course nor the philosophy courses offered in theme-specific clusters provide an adequate disciplinary background to the upper-level offerings in philosophy. Moreover, since many prospective and actual philosophy majors transfer to Hayward in their third year, they typically lack even that insufficient background. The result, all concurred, is a good deal of initial floundering and frustration in upper-level courses by a significant number of both majors and non-majors. I would strongly recommend that the department institute a 3000-level advanced introduction to “Problems of Philosophy”, in which central issues are dealt with through classical texts
(e.g. mind/body through Descartes, knowledge/skepticism through Hume, faith/knowledge through Augustine and Aquinas, moral theory through Aristotle and Kant, etc.). If it were offered each fall by the Department's most gifted teachers, and required (or at least strongly recommended) as a prerequisite for most other upper-level courses, it could serve as a valuable bridge for transfer-students and an inviting entree for prospective majors and minors generally. I would further recommend that the Department give serious consideration to reducing the number of history requirements from five to three and adding two electives. Specifically, the presently required Roots of Contemporary Philosophy and Contemporary Philosophy could be offered as electives. Ancient/Medieval and Rationalism/Empiricism could remain as requirements. If the Kant and Idealism course were also to remain as a requirement, I would strongly recommend making Rationalism/Empiricism as prerequisite, for that seems to be the course with which under prepared students have the greatest difficulty. If that is not feasible owing to likely enrollment effects, or for other reasons, the Department might consider designating the Kant course as an elective and making the third history requirement a course in the classics of ethical theory from the Greeks to Kant. The aim of these curricular recommendations is to increase the flexibility of the program by providing a standard entree at the start and more electives along the way. Together with stronger offerings in religious studies, they would respond to the principle obstacles presently encountered by prospective and actual majors and could, I think, appreciably raise their number.

Finally, in my view the Department would not be well served by adopting in its present form the assessment plan it has proposed. However attractive it might prove to be to administrators looking for the thoroughness in evaluation procedures, it would, I think, put too much additional stress on resources already stretched too thinly. The (wo)man-power invested in teaching the proposed courses (Touchstone, Dialogue, Capstone), in evaluating students' Assessment Files, and in monitoring assessment procedures in Departmental meetings — not to mention the time already busy students would have to put into this — is, to my mind excessive and can be ill-afforded by the Department in its present, already over-committed condition.

In sum, the Hayward Philosophy Department does an admirable job of meeting its over-extended commitments with its too-limited resources. But this situation is especially hard on its junior faculty, which struck me as talented, committed, and energetic. If the Administration hopes to avoid burning them out early in their careers, and wants to sustain the integrity and vitality of the Department as a whole, it should start reversing the decidedly suboptimal ratio of tenure-track to non-tenure-track appointments. The first step in this direction should be the appointment of someone in religious studies with a specialization in the Christian tradition and broad competence in other, especially Asian, religious traditions. My recommendations to the Department concern (1) the structure of the major: the number of majors (and minors) might be appreciably increased by offering each fall a standard entree to upper-level courses, and by reducing the history requirements and increasing the electives in the manner described above; (2) the structure of the program: the coherence of the program might be best served at this time by adding only one additional area to the three already staffed by existing faculty;
and *the process of assessment*: whatever procedures are adopted, they should minimize the added burdens to already overburdened faculty and students.

Submitted by

Thomas McCarthy
Professor of Philosophy and
John Shaffer Distinguished Professor
In the Humanities
Northwestern University
Attachment B
Quantitative Evidence
Prepared by the Office of Institutional Research and Analysis

Student Information:

<table>
<thead>
<tr>
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<td>7</td>
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<tr>
<td>Number of sections offered</td>
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Data for majors, degrees awarded and FTES generated taken from Institutional Research and Analysis Report. Other information generated from Data Warehouse. Averages disregard Philosophy 4900 with only one student. It represents figures for the fall quarter.

Tenure-Track Faculty Information:

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Note: Until Summer of 2006, Jennifer Eagan had a 2/3rd appointment in Philosophy and 1/3rd appointment in Public Administration. This data is taken from the IRA report and departmental records. It represents figures for the fall quarter.

Lecturer Faculty Information:

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Note: Data taken from IRA report. It represents figures for the fall quarter.
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Note: Data taken from IRA report. It represents figures taken from the fall quarter.

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<td>432</td>
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<td>775</td>
<td>736</td>
<td>689</td>
<td>675</td>
<td>764</td>
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Note: This data is taken from Data Warehouse reports. It represents figures for the fall quarter.

* this does not include the independent study classes with just one student.
Ethnicity of Majors:

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<tr>
<th>Category</th>
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<th>Percentage of majors</th>
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<tbody>
<tr>
<td>Female</td>
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<td>Male</td>
<td>25</td>
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<tr>
<td>American Indian</td>
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<tr>
<td>Asian/Pacific Islander/Filipino</td>
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Note: Data taken from CAPR Table I for Fall 2006, CSU ERSS Statistical Extract. Percentages reflect only the known ethnicity information.

Comparison with Other Programs:

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Note: Data taken from IRA report. It represents figures for the fall quarter.

* No data was currently available for the shaded areas.
Attachment C  
The Major and Minor from The Current University Catalogue

The Philosophy major consists of 60 units; the B.A. degree requires a total of 180 units.

**Major Requirements**

**I. Core Courses (32 units)**

*Required Courses (24 units)*
- PHIL 3100 Ethics (4)
- PHIL 3305 Fundamental Questions: Self, Nature, and God (4)
- PHIL 3311 Metaphysics (4)
- PHIL 3602 Modern Philosophy (4)
- PHIL 3604 Roots of Contemporary Philosophy (4)
- PHIL 4606 Seminar in Philosophy (4)

*Epistemology Elective (4 units)*
Select one course from the following:
- PHIL 3301 Theory of Knowledge (4)
- PHIL 3321 Philosophy of the Human Sciences (4)
- PHIL 3332 Philosophy of Science (4) (required for students pursuing the Science, Technology and Values option.)

*Social and Political Diversity Elective (4 units)*
Select one course from the following:
- PHIL 3150 Contemporary Ethics (4)
- PHIL 3403 Philosophies of the East (4)
- PHIL 3502 Social and Political Philosophy (4) (required for students pursuing the Law, Human Rights, and Social Justice option.)
- PHIL 3720 Feminist Philosophy (4)

**II. Options (20-28 units)**

Students must complete the requirements for at least one option and may choose to complete additional options if they wish.

**A. Classical Philosophy Option (20-28 units)**
- PHIL 3601 Ancient and Medieval Philosophy (4)  PHIL 3603 Kant and Idealism (4)
- PHIL 3605 Studies in Contemporary Philosophy (4)

*Epistemology and Metaphysics (0-4 units)*
- PHIL 3301 Theory of Knowledge (4) (may also count as an Epistemology elective in the Core)

*Value Inquiry (8 units)*
- PHIL 3201 Aesthetics (4)
- PHIL 3925 Moral Values in the Modern World (4)
Asian Philosophy (0-4 units)
Select one of the following:

PHIL 3403 Philosophies of the East (4) (may also count as a Social and Political Diversity elective in the Core)

PHIL 3410 Comparative Themes in Eastern and Western Philosophy (4)

B. Law, Human Rights and Social Justice Option (24-28 units)
PHIL 3503 Philosophy of Law (4)
PHIL 3510 Human Rights and Social Justice: Cultural Groups and Women in the U.S. (4)
PHIL 3511 Philosophy of Human Rights and Global Justice (4)

Applied Ethics (8 units)
Select two courses from the following:

PHIL 3151 Environmental Ethics (4)
PHIL 3152 Biomedical Ethics (4)
PHIL 3153 Biology and Ethics (4)
PHIL/MGMT 3560 Business and Professional Ethics (4)

Social and Political Philosophy (4-8 units)
Select two courses from the following:

PHIL 3321 Philosophy of the Human Sciences (4) (may also count as an Epistemology elective in the Core)
PHIL 3325 Cultural Studies (4)
PHIL 3335 Science, Technology and Values (4)
PHIL 3536 Economic Justice (4)
PHIL 3720 Feminist Philosophy (4)
PHIL 3925 Moral Values in the Modern World (4)

One of the following lower division courses may be counted towards fulfillment of this requirement:

PHIL 1101 Contemporary Social and Ethical Issues (4)
PHIL 2020 Self, Family, Culture (4)
PHIL 2027 Law, Economics and Justice (4)
PHIL 2028 Philosophy, Technology, and Culture (4)
PHIL 2029 Philosophical Perspectives on the Problem of Evil (4)

C. Religious Studies Option (24-28 units)
PHIL 3400 Philosophy of Religion (4)
PHIL 3401 Contemporary Religious Thinkers (4)
PHIL 3601 Ancient and Medieval Philosophy (4)

Select four courses from the following (12-16 units):

PHIL 3214 Philosophy and Myth in Latin American Literature (4)
PHIL 3403 Philosophies of the East (4) (may also count as a Social and Political Diversity elective in the Core)
PHIL 3410 Comparative Themes in Eastern and Western Philosophy (4)
PHIL 3411 Jewish Philosophy (4)
PHIL 3417 The Philosophy of Islam (4)

One of the following lower division courses may be counted towards fulfillment of this requirement:

PHIL 1401 Religions of the World (4)
PHIL 2029 Philosophical Perspectives on the Problem of Evil (4)

D. Science, Technology and Values Option (24 units)
PHIL 3331 History of Science (4)
PHIL 3335 Science, Technology and Values (4)

Nature of Knowledge (8 units)
Select two courses from the following:

PHIL 3301 Theory of Knowledge (4)
PHIL 3321 Philosophy of the Human Sciences (4)
PHIL 3341 Philosophy of Cognition and Artificial Intelligence (4)

Applied Ethics (8 units)
Select two courses from the following:

PHIL 3151 Environmental Ethics (4)
PHIL 3152 Biomedical Ethics (4)
PHIL 3153 Biology and Ethics (4)

One of the following lower division courses may be counted towards fulfillment of this requirement:

PHIL 1103 Science, Ethics, and Technology (4)
PHIL 2028 Philosophy, Technology and Culture (4)

E. Special Option (20-28 units)
An option designed by the student and his or her advisor, consisting of a coherent selection of courses with an identifiable theme substantially different from those offered above. Must be approved by the department chair.

III. Electives (0-12 units)
Upper division Philosophy courses including those not chosen from the above lists to bring total units in the major to 60 units.

Other Degree Requirements
In addition to major requirements, every student must also complete the University requirements for graduation which are described in the Baccalaureate Degree Requirements chapter in the front of this catalog. These include the General Education-Breadth requirements; the U.S. history, U.S. Constitution, and California state and local government requirement; the University Writing Skills requirement; and the residence, unit, and grade point average requirements.
Minor Requirements

I. Cognitive Science Minor (28 units)
The cognitive science minor consists of 28 units, with at least 20 units from two or more
departments other than the student's major. The 28 units must include at least 12 units of the core
courses. The remaining units must be selected from the listed electives.

A. Core (12 units)
At least 12 units selected from the following courses:
- ANTH 1800 Introduction to Anthropological Linguistics (4)
- One lower division programming course: CS 1020, or 1160 (4)
- CS 4810 Artificial Intelligence (4)
- PHIL 3341 Philosophy of Cognition and Artificial Intelligence (4)
- PSYC 4740 Psycholinguistics (4)

B. Electives (16 units)
- ANTH 3800 Language and Culture (4)
- BIOL 4510 Neurobiology (4)
- CS 3120 Programming Language Concepts (4)
- 4110 Compiler Design (4)
- 4170 Theory of Automata (4)
- ENGL 3005 Study of Language (4)
- HDEV 4510 Cognitive Development (4)
- 4520 Language Acquisition and the Symbolic Function (4)
- PHIL 3002 Modern Logic (4)
- 3301 Theory of Knowledge (4)
- 3305 Fundamental Questions: Self, Nature, and God (4)
- 3332 Philosophy of Science (4)
- PSYC 4210 Theories of Learning (4)
- 4320 Philosophical Psychology (4)
- 4345 Sensation and Perception (4)

II. Philosophy Minor (28 units)
One of the following (4 units):
- PHIL 3100 Ethics (4)
- PHIL 3305 Fundamental Questions: Self, Nature, and God (4)

Two courses in the history of Western philosophy, from the following (8 units):
- PHIL 3601 Ancient and Medieval Philosophy (4)
- PHIL 3602 Modern Philosophy (4)
- PHIL 3603 Kant and Idealism (4)
- PHIL 3604 Roots of Contemporary Philosophy (4)
- PHIL 3605 Studies in Contemporary Philosophy (4)

Four additional philosophy courses, of which at least three must be upper division (16 units)

III. Religious Studies Minor (36 units)

A. Core (12 units)
- PHIL 1401 Religions of the World (4)
- PHIL 3400 Philosophy of Religion (4)
- PHIL 3401 Contemporary Religious Thinkers (4)

B. Electives in Philosophy (12 units)
Two courses in the history of western philosophy, chosen from the following (8 units):
- PHIL 3151 Environmental Ethics (4)
- 3601 Ancient and Medieval Philosophy (4)
- 3602 Modern Philosophy (4)
- 3603 Kant and Idealism (4)
- 3604 Roots of Contemporary Philosophy (4)
- 3605 Studies of Contemporary Philosophy (4)

One additional course relevant to religious studies (4 units)
C. Electives in Supporting Fields (12 units)
   Three courses, chosen from the following:
   ANTH 3840 Magic, Witchcraft and Religion (4); ENGL 4720 Mythology (4); ES 3310
   Native American World View (4); HIST 3114 History of Early Christianity (4), 3123 History
   of Medieval Christianity (4); HDEV 3600 Development of Religious and Secular World
   Views (4); SOC 3610 Sociology of Religion (4); WOST 3510 Women in Myth and
   Prehistory (4)

Philosophy Option: Liberal Studies

Note: The requirements for this option may have changed. Contact the Department of Philosophy for
information.

Required (4 units)

One lower division Philosophy (PHIL) course with consent of advisor (4)

Area IX, Depth of Study (24 units)
One course from the following (4 units):

PHIL 3605 Studies in Contemporary Philosophy (4), 3701 Philosophy of Education (4), 4606
Seminar in Philosophy (4)

Five additional Philosophy courses (excluding PHIL 1000, 1001, and 3002) at least four of which
must be upper division (20 units).
Attachment D
Advertisement for 2005-2006 Tenure Track Search, American Philosophy

CALIFORNIA STATE UNIVERSITY, EAST BAY

FACULTY EMPLOYMENT OPPORTUNITY

DEPARTMENT OF PHILOSOPHY
FULL-TIME TENURE-TRACK
OAA Position No. 06-07 PHIL-AMERICAN-TT

THE UNIVERSITY: California State University, East Bay occupies 342 acres in the Hayward hills, affording a panoramic view of nearly the entire San Francisco Bay Area. Cal State East Bay's proximity to the major Bay Area cities provides unique cultural opportunities including museums, art galleries, aquariums, planetariums, plays, musicals, sports events, and concerts. Its nearness to the Pacific Ocean and Sierra Nevada Mountains offers recreational diversion as well as excellent laboratories for educational studies. The nine major buildings contain 150 classrooms and teaching laboratories, 177 specialized instructional rooms, numerous student oriented computer labs and a library which contains a collection of over one million items accessible through HAYSTAC, its on-line catalog. The University has an enrollment of approximately 13,000 students with 600 faculty.

CSUEB is organized into four colleges: Letters, Arts, and Social Sciences; Business and Economics; Education and Allied Studies; and Science. The University offers bachelor's degrees in 41 fields, minors in 66 fields, and master's degrees in 28 (in addition to Special Majors). Other programs lead to teaching, specialist, pupil personnel services, and administrative services credentials. CSUEB also operates the Concord Campus, a branch center in Concord, which provides full instructional support for over 1,600 upper division and graduate students. To learn more about CSUEB visit http://www.csueastbay.edu/

THE DEPARTMENT: The Department of Philosophy has four full-time faculty members, approximately 40 majors and serves approximately 3000 students per academic year. The major features options in Classical Philosophy; Law, Human Rights and Social Justice; Science, Technology and Values; and Religious Studies. Students may also design their own option in consultation with an advisor.

DUTIES OF THE POSITION: The new faculty member will teach courses within the existing programs and spearhead the development of new curriculum in the areas of Latin American, African American or Native American philosophy. In addition to teaching, all faculty have advising responsibilities, assist the department with administrative and/or committee work, and are expected to assume campus-wide committee responsibilities. Please note that teaching assignments at California State University, East Bay include courses at both the Hayward and Concord campuses.

RANK AND SALARY: Assistant Professor. Salary is dependent upon educational preparation and experience. Subject to budgetary authorization.
DATE OF APPOINTMENT: Fall 2006

QUALIFICATIONS: Ph.D. by date of appointment in Philosophy or closely related field, with a specialization in American Philosophy (particularly African American, Latin American or Native American Philosophy), is required. Candidates with successful teaching experience at the university level and demonstrated ability to teach, advise, and mentor students from diverse educational and cultural backgrounds are preferred.

APPLICATION DEADLINE: Review of applications will begin on November 1, 2005. Open until filled. Please submit a letter of application; a complete and current vita; graduate transcripts; writing sample; and three letters of recommendation to:

Professor Roberta Millstein, Interim Chair
Department of Philosophy
California State University, East Bay
25800 Carlos Bee Blvd.
Hayward, CA 94542
Office Phone No.: 510-885-3225
Office Fax No.: 510-885-2123
E-Mail Address: roberta.millstein@csueastbay.edu

NOTE: California State University, East Bay hires only individuals lawfully authorized to work in the United States. All offers of employment are contingent upon presentation of documents demonstrating the appointee's identity and eligibility to work, in accordance with the provisions of the Immigration Reform and Control Act.

As an Equal Opportunity Employer, CSUEB does not discriminate on the basis of any protected categories: age, ancestry, citizenship, color, disability, gender, immigration status, marital status, national origin, race, religion, sexual orientation, or veteran's status. The University is committed to the principles of diversity in employment and to creating a stimulating learning environment for its diverse student body.
Name of Department: Philosophy
Type of Position Desired: Assistant Professor
Position Description: Philosophy of Religion with a competency in Comparative Religions

Profile:
The Philosophy Department offers approximately 90 sections per academic year, serving roughly 2,400 students and 28 majors; in 2005-6, Philosophy ranked 7th within CLASS in terms of FTES. Philosophy is heavily involved in the General Education program, teaching courses in critical thinking, humanities, and cultural groups and women. The Department has 3.67 full-time regular faculty members. Since its most recently completed search in 1999, Philosophy has had three retirements.

For the 2005-6 AY, lecturers accounted for 74% of the sections offered by the Department—the inverse of the ratio called for by the California Legislature. Even if Philosophy’s current tenure-track search succeeds (replacing a faculty member who retired in 1998), lecturers will still teach 64% of its sections. Philosophy’s Five Year Plan, submitted on February 17, 2003 to CAPR, identified this position as one of five needed over the next five years, and as part of the CLASS strategic plan, Philosophy identified as one of its goals this position in particular and increasing the number and diversity of faculty in general. Clearly, a new hire would help achieve this goal and bring the Philosophy Department closer to the desired 75%-25% full-time/part-time ratio.

Programmatic Need:
For many years, the Philosophy Department has housed the discipline of religious studies in the form of a Religious Studies Option and a Religious Studies Minor, and when Philosophy revised its program in 2005-6 to include more options, the option and minor in Religious Studies were retained. Religious studies, like philosophy itself, explores fundamental questions about the nature and meaning of existence. Nonetheless, Philosophy has no specialist in this area, as it does for the other option areas. This means that it has no one to develop new courses, no one to maintain and promote the option and minor, and no one to advise students about graduate work in this area.

Lecturers currently teach many of our religious studies courses. Thus, not only is a tenure-track hire in this area a critical need for Philosophy’s program, but also, it would reduce Philosophy’s reliance on lecturers and improve the quality of instruction.

A position in religious studies is also a critical need for the University. Whereas most universities have a Department of Religion, on our campus there is no such department. The Philosophy Department is the only department with a focus in this area, and it lacks a specialist. There are a handful of courses in other departments relating to religious studies; however, most of these are offered infrequently. In short, the University lacks a specialist devoted to religious studies, a core area of the humanities. However, religious studies can, and should be, a vibrant part of campus life. Religion has shaped individuals in every major culture; the study of religion helps us to
understand those cultures. Conversely, neglecting religious studies creates a serious gap in a liberal arts education. And given our current global situation, an understanding of differing religious traditions seems more important than ever. Courses exploring Islam, Christianity, Judaism, Buddhism, and Hinduism should be offered on a regular basis. In addition, a specialist in religious studies could coordinate campus-wide events such as the Jewish Culture and History Series. Thus, a position in religious studies would provide a core competency for our campus.

Finally, this could be an area of growth for the Philosophy Department that could draw new students to campus. In an informal survey of students who are currently enrolled in its classes, out of 258 students polled, 186 said that they were “interested” or “very interested” in PHIL 1401, World Religions, and 151 were “interested” or “very interested” in PHIL 3400, Philosophy of Religion. Yet, 197 were unaware of Philosophy’s offerings in religious studies, and 205 were unaware of the Religious Studies Option. A new hire in religious studies could promote the option and the minor and give the area the stature it deserves.
Attachment F

2007-2008 Tenure Track Request, Religious Studies

CLASS 2007-08 TENURE TRACK REQUEST—February 19, 2007

Name of Department: Philosophy

Type of Position Desired: Assistant Professor

Position Description: Philosophy of Religion with a competency in Comparative Religions

Profile:
The Philosophy Department offers approximately 90 sections per academic year, serving roughly 2,400 students and 30 majors. In Fall 2006, Philosophy ranked 8th out of 19 departments in CLASS in terms of FTES, and experienced the second highest raw increase in FTES of all CLASS departments from Fall 2005-Fall 2006. Philosophy is heavily involved in the General Education program, teaching courses in critical thinking, humanities, and cultural groups and women. The Department has 3.17 full-time regular faculty members. Since Fall 1999, the Philosophy Department has had three retirements and one separation, and only one new hire.

In the Fall of 2006, lecturers accounted for 78.6% of the sections offered by the Department—the inverse of the ratio called for by the California Legislature. Even if Philosophy’s current tenure-track search succeeds (replacing a faculty member who retired in 1998), lecturers will still teach 68% of its sections. The current Five Year Plan to be submitted to CAPR in February 2007 identifies this position as one of five needed over the next five years, and as part of the CLASS strategic plan, Philosophy identified as one of its goals this position in particular and increasing the number and diversity of faculty in general. Clearly, a new hire would help achieve this goal and bring the Philosophy Department closer to the desired 75%-25% full-time/part-time ratio.

Programmatic Need:
For many years, the Philosophy Department has housed the discipline of religious studies in the form of a Religious Studies Option and a Religious Studies Minor, and when Philosophy revised its program in 2005-6 to include more options, the option and minor in Religious Studies were retained. Religious studies, like philosophy itself, explores fundamental questions about the nature and meaning of existence. Nonetheless, Philosophy has no specialist in this area. This means that it has no one to develop new courses, no one to maintain and promote the option and minor, and no one to advise students about graduate work in this area. Lecturers currently teach many of our religious studies courses. Thus, not only is a tenure-track hire in this area a critical need for Philosophy’s program, but also, it would reduce Philosophy’s reliance on lecturers and improve the quality of instruction.

A position in religious studies is also a critical need for the University. Whereas most universities have a Department of Religion, on our campus there is no such department. The Philosophy Department is the only department with a focus in this area, and it lacks a specialist. There are a handful of courses in other departments relating to religious studies; however, most of these are offered infrequently. In short, the University lacks a specialist devoted to religious studies, a core area of the humanities. However, religious studies can, and should be, a vibrant part of campus life. Religion has shaped individuals in every major culture; the study of religion helps us to understand those cultures. Conversely, neglecting religious studies creates a serious gap in a liberal arts education. And given our current global situation, an understanding of differing religious traditions seems more important than ever. Courses exploring Islam, Christianity, Judaism, Buddhism, and Hinduism should be offered on a regular basis. In addition, a specialist in religious studies could coordinate campus-wide events such as the Jewish Culture and History Series. Thus, a position in religious studies would provide a core competency for our campus.
Attachment G
2007-2008 Tenure Track Request, Philosophy of Science

CLASS 2007-08 TENURE TRACK REQUEST—February 19, 2007

Name of Department: Philosophy
Type of Position Desired: Assistant Professor
Position Description: Philosophy of Science with a competency in Science and Ethics

Profile:
The Philosophy Department offers approximately 90 sections per academic year, serving roughly 2,400 students and 30 majors. In Fall 2006, Philosophy ranked 8th out of 19 departments in CLASS in terms of FTES, and experienced the second highest raw increase in FTES of all CLASS departments from Fall 2005-Fall 2006. Philosophy is heavily involved in the General Education program, teaching courses in critical thinking, humanities, and cultural groups and women. The Department has 3.17 full-time regular faculty members. Since Fall 1999, the Philosophy Department has had three retirements and one separation, but only one new hire.

In the Fall of 2006, lecturers accounted for 78.6% of the sections offered by the Department—the inverse of the ratio called for by the California Legislature. Even if Philosophy’s current tenure-track search succeeds (replacing a faculty member who retired in 1998), lecturers will still teach 68% of its sections. The current Five Year Plan to be submitted to CAPR in February 2007 identifies this position as one of five needed over the next five years. Clearly, a new hire would help achieve this goal and bring the Philosophy Department closer to the desired 75%-25% full-time/part-time ratio.

Programmatic Need:
For many years, the Philosophy Department has developed courses in the Philosophy of Science, particularly in the areas of applied ethics in biology and technology. These courses developed into an option in the major when Philosophy revised its program in 2005-6 to include more options that related to contemporary areas of concern. The Science, Technology, and Values option in the Philosophy major explores fundamental questions about the nature of knowledge and truth, as well as applies philosophical analysis to critical areas in ethics. With the separation of Roberta Millstein, philosophy no longer has a specialist in this area. There is no one faculty member to develop new courses, maintain and promote the option and minor, and advise students about graduate work in this area. Lecturers are currently teaching many of these courses, and some tenure track faculty members are stretching their areas to expertise to accommodate students in this major option. Since this is a more specialized field within philosophy, it is difficult to staff these courses with part-time faculty. Thus, not only is a tenure-track hire in this area a critical need for Philosophy’s program, it would also reduce Philosophy’s reliance on lecturers and improve the quality of instruction.

Courses in this option delve into issues of bioethics, such as cloning, stem cell research, the environment, abortion, and euthanasia. These are issues of vital concern to all citizens. Courses in this option do not only serve Philosophy majors. Environmental Ethics is a core course in this option that also serves Environmental Studies majors. The course Science, Technology, and Values serves the Single-Subject Teacher Preparation in Science and Biology and Ethics serves the Blended Program in Liberal Studies.

Finally, this could be an area of growth for the Philosophy Department that could draw new students to campus who are interested in the ethics of science and technology. It could also compliment majors in the sciences with a double major or minor, giving them both a background in the humanities and a foundation for thinking about ethical issues.
Attachment H: Assessment Documents

1. Russ Abrams Narrative Assessment of PHIL 3305 (touchstone)


PHIL 3305 is the Philosophy Department’s touchstone course, that is, a broad introduction to the field designed especially for students who are thinking about majoring in philosophy. It also serves as a diagnostic tool that allows the Department to get an idea of the strengths and weaknesses of those who are likely to be entering the major. As the course title indicates, it touches on a very wide range of issues (after all, there isn’t much in the universe beyond self, nature, and God). The content varies somewhat from year to year, but the areas covered in Fall 2006 are typical:

- Personal identity over time and surviving bodily death
- Determinism, free will, and moral responsibility
- Perception and our knowledge of the external world
- Science and the problem of induction
- Arguments for and against the existence of God

Within each of these areas the course makes no pretense of being systematic, but addresses a few central ideas and key arguments.

Very few students enter college with the intention of majoring in philosophy. Indeed, philosophy is a subject rarely taught in high school. And there is a reason. Philosophy addresses highly abstract issues and uses difficult methods developed specifically to deal with them. Most high school students are not prepared to think on this level of generality. Moreover, even college students often feel frustrated at first and need a few philosophy courses under their belts before they feel comfortable with the subject. For the foregoing reasons the process of becoming a philosophy major is different from the process of becoming most other majors. The first philosophy course that students take, for example, must first excite their passionate interest and then gently lead them from an appreciation of more concrete versions of a problem to a preliminary understanding of the selected issue in its full generality. In fact, I would say that the ultimate purpose of this introductory philosophy course as a whole is to pique students’ interest enough to get them to take a second course.

Most of the Philosophy Department’s Student Learning Outcomes are relevant to some degree to this first course in philosophy. Student Learning Outcome #1: (Ability to read and comprehend complex philosophical texts) is obviously not an outcome one can expect from PHIL 3305. Nevertheless, even the longest journey begins with the first step and considerable time is spent in class going through selected texts: first showing students how to skim for a general overview and then going through the text line-by-line with the aim of helping students develop a strategy for breaking down a difficult text into more easily comprehensible parts.
Student Learning Outcome #2: (Mastering the art of generating good philosophical criticism) represents a sophisticated skill which develops first by observing the criticism generated by philosophers found in the texts or by the instructor, and then attempting to emulate it. In fact, most class discussion in PHIL 3305 involves considering a philosophical argument of the text’s, another student’s, or the instructor’s and then being invited to respond with criticism or added support. (This, of course, must be preceded with a somewhat technical study of arguments and the ways that they can go right and wrong.) These class exercises also go a long way toward fostering Student Learning Outcomes #3: (Ability to construct and defend one’s own philosophical positions), #4 (Accepting and utilizing criticism), #5: (Openness to considering other views), and #7: (Empathy with other people’s philosophically-relevant experiences).

Student Learning Outcomes #6: (Ability to accurately present arguments from various philosophical traditions) and #8: (Competence in the history of philosophy) are not directly addressed in PHIL 3305, though students cannot avoid absorbing material that will be helpful in eventually attaining these competencies. Student Learning Outcome #9: (Ability to utilize philosophical training in public and personal life) is an issue that is nearly always addressed, at least informally, in introductory philosophy courses. It usually arises in the form of the question “What is the relevance of this to the rest of my life?” The discussion that follows hopefully opens students’ minds to the many ways that all of the Outcomes, with the possible exceptions of #1 and #8, contribute directly to the good life.

Finally, a word about PHIL 3305 as a diagnostic tool. The first question, of course, is what exactly are we trying to diagnose. Certainly not competency in philosophy. The answer is probably just the general sorts of competencies that are prerequisites for any fruitful college education: the ability to read and comprehend fairly difficult material, the capacity to organize and write a coherent essay, the ability to critically evaluate—at least informally—various kinds of empirical claims. The difficulty in coming to a simple “diagnosis” of the students in a single class is bound up with the extreme variability among CSUEB students, including those that take PHIL 3305. Because of state-mandated admission requirements, some students have been admitted without having demonstrated any of these competencies at all. Other students are competent enough to do well at any university in the country. Under these conditions the competency of the “average” student is not terribly relevant to planning an educational program. It is true that the difficulty of even this introductory material tends to winnow out students whose skills are very poor. But among those who continue to pursue philosophy there is still a large degree of variability. And the problem of developing a program for majors that meets all of their needs constitutes a continuing challenge.
Attachment H: Assessment Documents

2. Jennifer Eagan’s Narrative Assessment of PHIL 4606 (capstone)

College of Arts, Letters, and Social Sciences
Assessment of Student Learning Outcomes

Name of Degree Program: PHILOSOPHY

<table>
<thead>
<tr>
<th>Programmatic Improvement</th>
<th>Evidence for Need of Improvement</th>
<th>Demonstration of Educational Effectiveness</th>
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<tbody>
<tr>
<td>Additional emphasis on how to conduct research in philosophy and how to integrate that research into majors’ own original philosophical writing. Suggest that the major Touchstone course, PHIL 3305 Self, Nature, &amp; God: Fundamental Questions integrate instruction on the nature of philosophical research and that this outcome be specifically added to program Student Learning Outcomes.</td>
<td>The major Capstone course, PHIL 4606, Seminar in Philosophy revealed that though majors were very good at presenting and defending their own original argumentation in papers and through discussion, they were not as well skilled on how to conduct philosophical research and how to integrate that research into their own writing. See “Evidence Narrative” by Professor Jennifer Eagan.</td>
<td>One student learning outcome is that, “Students should be able to construct their own philosophical positions and present them persuasively to others in dialogue and/or writing.” Being able to integrate and respond to outside research and the philosophical arguments of others would help majors strengthen their own philosophical positions and develop a better understanding of the discipline.</td>
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Assessment Evidence Narrative
Department of Philosophy
Professor Jennifer Eagan

Evaluation of PHIL 4606, Seminar in Philosophy, Spring 2006 (Jennifer Eagan)

Effective Fall 2005, the Philosophy Department initiated its new major program, which consists of four options: the Classical Option, the Law, Human Rights, & Social Justice Option, the Religious Studies Option, and the Science, Technology & Values Option. There is one set of courses that in common to all four options that includes both a touchstone course (PHIL 3305 Self, Nature, God: Fundamental Questions) and a capstone course (PHIL 4606 Seminar in Philosophy). These two courses are designed particularly to provide some common structure to our diverse major options, as well as to
provide a window into where majors are in terms of skills and content knowledge when they enter the program and where they are when they exit the program.

Students may take philosophy courses in any order, due to the lack of prerequisites. However, the department recommends that students take PHIL 3305, *Self, Nature, God: Fundamental Questions* first in the sequence as the touchstone course for the major. Students are advised to take PHIL 4606, *Seminar in Philosophy* as the capstone course in the major during their last Spring quarter in the program. Through this design, the department can do assessment of the program by looking at what student strengths and deficiencies are in terms of skills and content as they enter the program, and measure their improvement as they exit the major program.

The Spring 2006 offering of the seminar course was the first opportunity that the Philosophy Department had to teach the seminar course with some students in the new major, though these students had not necessarily taken PHIL 3305, and they were taking the seminar course early in their major. Majors may repeat the seminar course for credit if the topic changes, so some of these majors may take the seminar again next Spring quarter. The Philosophy Department has not yet had the opportunity to close the loop in the assessment scheme for our new major, but we should when the Seminar course is offered in Spring 2007, which will serve our first cohort graduating from the new major.

In Spring 2006, I was lucky enough to teach PHIL 4606, *Seminar in Philosophy*. Since the theme of this course is the instructor’s choice, I choose to focus the course on a singular philosophical figure, the French post-structuralist philosopher Michel Foucault, particularly his works in ethics and political theory. Obviously, the readings were very difficult, and the course was not designed for philosophical novices. I noticed that one newer major who thought that he would give the seminar an early try, wisely dropped the course early on due to the difficulty level. Students were informed that their work in the course would be used for assessment of the Philosophy program as a whole. We discussed the Student Learning Outcomes in class, and had an interesting conversation about what studying philosophy is all about. I let the students know that I would be looking for evidence that they were meeting these outcomes as seasoned veterans of the Philosophy program.

I enjoyed teaching the seminar course tremendously. The twelve philosophy majors in the Spring 2006 seminar were bright, energetic and attentive. Through my evaluation of their writing and level of discussion, I found that all of the student met or exceeded expectations with respect to several of the program’s Student Learning Outcomes. All of the students were carefully readers of complex philosophical texts, Michel Foucault’s writings in this case. They could identify key ideas and engage critically with the themes. I found that the students in the seminar could read complex arguments with more ease than I expected. Therefore, this course could genuinely take on the characteristic of a seminar, where students did not need much instruction through lecture, but discussed the texts together. **I found that all of the students in the seminar met or exceeded expectations for the Philosophy program’s Student Learning Outcome #1: “Students should be able to read and comprehend complex philosophical texts.”**
Through their work in the seminar, I was continually impressed by the majors’ ability to deal with objections and disagreements that they had with Foucault’s texts and with each other. The students were fair and just arguers. They were good at being colleagues in their search for truth, while being philosophical adversaries in their debates. Our discussions in the seminar were always fruitful, often heated, but never degenerating into personal attacks. In planning the course, I was worried that some students might be uncomfortable with some of the content in Michel Foucault’s work. Most notably, I was concerned about how his writings on gay liberation and the importance of his work for feminist philosophy and queer theory would be received by students. To my great relief, every student in the seminar was open to the accounts of experiences and perspectives different from their own, and treated the material with sophistication and an openness to new ideas. Students in the seminar easily met the Philosophy program’s Student Learning Outcomes #5: “Students should show an openness to giving careful and serious consideration to different philosophical views and the reasons offered in support of them”, and #6: “Students should be able to present arguments from various philosophical perspectives/traditions—including those very different from their own.”

Lastly, students in the seminar course were very well versed in the history of philosophy, and could make connections between the ideas of the contemporary philosophy of Michel Foucault to other figures in the tradition. They not only addressed the connections to the history of philosophy that I had explicitly made a part of the course, but introduced connections to others figures and ideas from their past experiences in Philosophy courses. I found that the seminar students met or exceeded expectations of Student Learning Outcome #8: “Students should have competence in the history of philosophy (ancient/medieval, Rationalism and Empiricism, Kant and Idealism, roots of contemporary philosophy, and contemporary philosophy) and subject areas of philosophy (ethics, epistemology or metaphysics). Students should understand the interrelations of these areas of philosophy.”

The purposes of this incarnation of the seminar were presented to students as follows:
1) To introduce you to Michel Foucault’s thought.
2) To link Foucault’s works and themes to the history of philosophy.
3) To explore your capacity for textual exegesis and explication, and your ability to do philosophical research.
4) Most importantly, to serve as a culminating experience of the philosophy major, cementing and perfecting your capacity for sophisticated philosophical work in reading, writing, and discussion.

Most notably, purposes 3) and 4) correspond to the Student Learning Outcome #3: “Students should be able to construct their own philosophical positions and present them persuasively to others in dialogue and/or writing.”

In addition to being evaluated on in-class and on-line discussions and two shorter writing assignments, students were asked to conduct their own original and polished piece of philosophical writing addressing one issue from the work of Foucault. This assignment
was designed to produce a sophisticated piece of philosophical work that could serve as a writing sample for graduate school or for publication in a student journal. To that end, students worked on this paper in stages. Each student turned in a topic statement, an outline, an annotated bibliography, and a draft prior to their submission of the final draft. In order to share some of their outside research with the other seminar participants, students were also asked to present one piece of their outside research. Students made their articles available to the rest of the class one week in advance of their presentation, presented a summary of their piece, and lead a discussion of the issues.

Through their performance on the presentations of their secondary courses and on their terms paper, I concluded that our majors need improvement in doing philosophical research. Most of the students in the seminar could have used some additional background in how to find and evaluate secondary course material and how to dialogue with scholars in the field. This would allow majors to be closer to taking their place among these scholars. Philosophy majors should be able not to just summarize, but to dialogue with the body of literature on their subject matter. Lastly, majors should be able to integrate others’ ideas into their own work more smoothly and seamlessly. This would assist students in completely meeting the program’s Student Learning Outcome #3: “Students should be able to construct their own philosophical positions and present them persuasively to others in dialogue and/or writing.”

Based on my teaching of PHIL 4606: Seminar in Philosophy, I am making the following suggestions for improvement to the Philosophy program:

1) I recommend that there is more emphasis on how to do philosophical research in PHIL 3305: Self, Nature, & God: Fundamental Questions, so that philosophy majors can build on this skill as they move through the major, and

2) That the department consider adding “the ability to do philosophical research and engage with secondary sources” to the Philosophy Program’s Student Learning Outcomes.
Attachment H: Assessment Documents


Major/Minor Meeting
Meeting Minutes
January 31, 2007

Present:
Faculty members: Jennifer Eagan, Russell Abrams, Kit Blamey & Paul Bassen.
Major/Minor students: Nicole Ferrara, Andrew d'Entrement, Yue Kang, Nic Paolini, Lee Shinohara, Frank Alioto, Kenneth Montfort, Patti Aguiar, Carlos Rodas, Michael Wong, Duane Meehan.

Minutes
- Meeting called to order at 4:40 pm by Professor Eagan.
- Professor Eagan explained the process of the Five Year Review and the need for student feedback.
- Comments and feedback were requested on “What are you getting out of the major?” and “What are you missing from the major?”

<table>
<thead>
<tr>
<th>What are you getting out of the major?</th>
<th>Makes you smarter, improves the mind</th>
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<tbody>
<tr>
<td></td>
<td>Makes you think, not just research.</td>
</tr>
<tr>
<td></td>
<td>Philosophy is always interesting, never boring.</td>
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<tr>
<td></td>
<td>Teaches you to place thoughts in order, develops deep thinking, critical thinking.</td>
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<tr>
<td></td>
<td>Develops the ability to get thoughts going. What you think/what you are going to think.</td>
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<td></td>
<td>Develops the ability to “think on cue”. Enhances response in the other college courses.</td>
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<td></td>
<td>Helps develop the “think out of the box” reasoning.</td>
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<td></td>
<td>Makes “better people” with a greater understanding of the world.</td>
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<tr>
<td></td>
<td>Helps reduce ignorance- promotes tolerance, gives insight into deeper issues.</td>
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<tr>
<td></td>
<td>Philosophy courses offered in other societies (pre-college) produce well rounded individuals.</td>
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<td></td>
<td>Philosophy courses allow for exploration of a subject without yielding a right or wrong answer.</td>
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<td></td>
<td>Philosophy majors transition quickly and smoothly into the workforce. Found it was easier to hire Philosophy majors.</td>
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<td></td>
<td>Philosophy courses develop the thought processes that make you more successful in the work environment.</td>
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<tr>
<td></td>
<td>Some students report that other Bachelor programs did not yield a satisfying career.</td>
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<tr>
<td></td>
<td>Philosophy doesn’t remove sickness from the world or cure the soul, but is mentally stimulating.</td>
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</tbody>
</table>

<p>| What are you missing from the major? | Parents feel Philosophy isn’t “required”, overlooking the students feeling of personal satisfaction over money. |</p>
<table>
<thead>
<tr>
<th>major?</th>
<th>Major feels if money were not an issue, he would continue to learn as much as he could. One student felt that the &quot;critical thinking&quot; process could be learned outside of Philosophy courses, however the others feel Philosophy courses certainly develops it.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feedback on Major Options</td>
<td>Keep options. Like the set up. Options appeal to individuals.</td>
</tr>
<tr>
<td>Overall feedback</td>
<td>Students like the once a week night courses. Fits into their schedules better. They are a big plus! Especially for working adults. Parking is better. Need for a Masters program. Perhaps design curriculum for a Joint Degree, Philosophy and another Masters program</td>
</tr>
<tr>
<td>On-line courses</td>
<td>Student reported the advantages of on-line discussions – not face to face when there are dissenting views (not confrontational), more of a debate atmosphere. Student commented on more time to read and reflect for on-line courses. Student reports not all courses well work on-line. Chats on BB server not fast enough. Problems with PC/MAC issues. Professor must be incredibly computer savvy with good BB skills. Some students are still wary of internet classes. Not everyone has access to a computer w/internet connections. Interaction in classes is better. Perhaps hybrid courses with portions on-line coupled with class meetings and field trips. Department website may work better for on-line discussions. Or perhaps a totally separate forum such as &quot;My Space&quot; might work better.</td>
</tr>
<tr>
<td>Student Comments</td>
<td>It would be helpful if there were department guidelines to help the students conform to a writing style that all professors would accept. MLA or APA. It can be difficult when professors will not accept what last quarter’s professor accepted. A Philosophy tutor would be helpful. Haley might do it? Need help developing Philosophical writing skills. Student would like a course on Moral Philosophy – Is there &quot;Real Good&quot;? Is there &quot;Good&quot;? Phil 3100 is close to this. Majors would like to meet with the reviewer.</td>
</tr>
</tbody>
</table>

**Meeting Adjourned:** Meeting adjourned at 5:45 p.m.

**Minutes respectfully submitted by:** Teresa Taniguchi
The following are six e-mails from majors and minors who provided feedback on the program.

Re: request for feedback on the major and minor
Phillip Jimenez [pjimenez4@horizon.csueastbay.edu]
To: Jennifer Eagan
Cc: 
Sent: Wed 2/14/2007 2:17 PM

This quarter is my second quarter at CSUEB and I am a philosophy major. The only thing that comes to my mind about the philosophy program is that certain classes are only offered during certain quarters. I think that makes it a little confusing to plan out what classes you need to take. Other than that I have no complaints about the department. Maybe it would be easier if all classes or most of them were offered each quarter.

Re: request for feedback on the major and minor
Roy Marzioli [roy@marzioli.com]
You replied on 2/11/2007 7:44 PM.
To: Jennifer Eagan
Cc: 
Sent: Sun 2/11/2007 3:57 PM

Hi Jennifer,

I am one of your oldest and longest philosophy majors. I have been doing this since the 70's. When I started out, I thought I would be a music major. Then I thought I would be a psychology major. I changed to philosophy when I realized that a lot of what was passing for psychology was regurgitated philosophy. I decided I would rather hear it from the philosophers in its original form. My responses are beneath the questions below:

----- Original Message ----- 
From: "Jennifer Eagan" <jennifer.eagan@csueastbay.edu>
To: <PHILSTU@lists.csueastbay.edu>
Sent: Tuesday, February 06, 2007 6:49 PM
Subject: request for feedback on the major and minor

> Hi Philosophy Majors and Minors!
> I wanted to give everyone a chance to give us some feedback on your experience in the Philosophy Major/Minor. If you couldn't join us for the meeting on January 31, please e-mail your feedback. If you were at the meeting and would like to underscore or add anything to the conversation, please feel free to.
> Any and all feedback is welcome, but you could consider the following
> questions:

> What do you think that you have gotten out of your experience in the Philosophy major/ minor?

One of the first philosophers I encountered in an introductory philosophy class was Socrates. The Oracle of Delphi said he was the wisest of men. Why he was so wise, is in his own words, "I know that I know nothing." There is too much pretension to knowledge in all areas of academia. It is sobering, to realize that in the end it all comes down to this. As you can see this has stayed with me throughout my philosophical education.

> If you could change the major/ minor program, what would you recommend?

I have seen it change over the years. It is hard to say what changes could be made that would improve the program. I have enjoyed both the Professors and the courses I have had. I have been introduced to some of the greatest philosophers of the 20th century in this program. The ones that stand out to me are Martin Heidegger, Niklas Luhmann, Edmund Husserl Immanual Kant; also David Hume, Ludwig Wittgenstein, Karl Popper, Carl Hempel, Willard Van Orman Quine and Winford Sellers. What I liked best about the program is that it exposed me to so many different voices and philosophers.

> What should the Philosophy Department do differently in terms of course offerings, events, etc?

I would like to see you offer (I realize that this is because of my own interests, but it might appeal to some majors from physical sciences.) an option in the philosophy of science. I realize there is an option in science, technology and values. I would have preferred an option which consisted of the philosophy of science and epistemology.

Ciao,
---
Albert Marzioli

"Nothing is so difficult as not deceiving oneself."
Ludwig Wittgenstein

"Thus a world in which [Rules of Inference] do not apply would not be an illogical world, but a world peopled by illogical men."
- Karl R. Popper

"A consistent fairy-tale is a different thing from the truth, however elaborate it may be."
- Bertrand Russell

Re: request for feedback on the major and minor
Tiffany Tran [ttran8@horizon.csueastbay.edu]
To: Jennifer Eagan
Cc:
Hello,

First, thank you for allowing us to provide some inputs.

Second, I believe that the PHIL schedule is catered to full-time students or students who are not working full-time. I previously dropped the major because most of the required courses were offered during the day. Night classes were rare for working students. Also, most of the required courses were only offered once a year, which means I had to wait to take or retake. This can delay graduation.

Third, perhaps this is due to funding issues, but courses offered quarterly are very limited. From my past experience at Chico State, I enjoyed the knowledge and expertise of faulties there more than here. I am not saying that the faulties here are not good. In fact, Prof. Kelley, Milstein, White (no longer here) were great. The problem is, they only teach about 2 classes per quarter.

Last, because I work full-time and was not able to find childcare for the weekends, I am dying in my PHIL 3321 class. I just turned in my 2 week notice to resign from my job to concentrate on school, but it may be too late to catch up in my PHIL 3321.

If I drop this required course now, my graduation will be delayed. I accepted a job offer starting this September on the condition that I finish my Bus. degree. My dilemma is that I don't want to drop the Phil. major because I am so close to completing it. If I keep the major, graduation will be delayed and no job when I am actually done with school. Now, do you have any suggestions for me?

Have a nice day!

Tiffany Tran
510-742-2106

philo major feedback
Dan Navarra [dnarra@cpcedanville.org]
To: Jennifer Eagan
Cc: 
Sent: Tue 2/6/2007 8:44 PM

Professor Eagan,
I am in my second quarter of philo at E.B., and so far my only complaints about the program is that the classes are offered in a very spread out way, so that I MUST come to school 5 days a week. I commute from Danville, about 40 minutes, and so it is terrible. If classes were stacked a bit more so that they allowed successive enrolment over the course of either the mwf or tth schedule, that would make my experience tremendously more convenient.
Thanks,
Dan Navarra

Request for feedback.....
QweenMeg@aol.com [QweenMeg@aol.com]
To: Jennifer Eagan
Cc: 
Sent: Tue 2/6/2007 8:12 PM

Dear Prof. Eagan, As you probably remember, I was a Philosophy major a few years back and completed my course in 2002. As an older student, my perspective may be somewhat different from that of younger people. I returned to school because I really wanted to be in a learning situation, and I chose Philosophy because I wanted to swim in the thoughts of some of the great thinkers of the ages. Whether I agreed with all the thinkers or not, this was not important. Handling the thoughts of others was. I considered the study of Philosophy an invaluable tool in learning how to think critically more completely, and I cannot imagine that this discipline could do other than add to the largeness of a student’s capacity to think. What greater gift to education can there be? It is not that a student be taught what to think, but how to think. This is a subtle gift and not as directly transferable as, say, learning computer skills, etc. But ultimately...how much more valuable. How can a fully-accredited institution even consider functioning without a Philosophy wing! Blessings, Margaret Stortz

The Importance of Philosophy....
owner-PHILOSC@lists.csueastbay.edu on behalf of QweenMeg@aol.com

You replied on 1/18/2007 2:52 PM.
To: PHILOSC@lists.csueastbay.edu
Cc: 
Sent: Wed 1/17/2007 3:10 PM

Dear friends in Philosophy, I received the dinner invitation from Prof. Eagan because I am still a member of PHILOSC, even thought I graduated a few years back and earned a Master’s Degree since then. Nevertheless, I am always interested in how the Philosophy Dept. is doing, for this discipline is my first love. It brings me great dismay to think that there is even a question that the Philosophy Dept. may not continue. I have to wonder how important it is being viewed in the great scene of increasing enrollment to CSUEB, building new buildings for Science and Computers, etc. I wonder also if the real meaning of studying philosophy may not deeply undervalued in the academic world of "getting jobs.....making serious money, etc." Value cannot be rightly placed on the expansion of the mind, and the study of philosophy certainly does this. This is a study that teaches people how to think, not what to think, and so it creates an open door for the student to enter into any kind of gainful work, for it is a study which frees the thinker to explore constantly. Who can place a value on something that helps a person "become," not just "get?" My two cents. Blessings, Margaret Stortz
Report on Philosophy Department, California State University, East Bay

Rita Manning, PhD
San José State University

Introduction

The department is obviously struggling to fulfill its mission in spite of the very small percentage of tenure and tenure track faculty. In this report, I will comment on most of the items cited in the self-study and three additional items: the budget and enrollment process, staff, and students. In the last section, I will make some recommendations.

A. Mission, Student Learning Outcomes, Assessment
The mission statement and student learning outcomes reflect a pretty standard view of the role of Philosophy in undergraduate education, and the department is obviously committed to achieving these goals. Its assessment plan is sound.

B. Major and Minor Programs

Major
The core courses are well designed and the touchstone and capstone courses do a good job of framing the major and serving as reference points for assessing the major and the students.

The major also consists of four different programs: Classical Philosophy, Religious Studies, Law/Human Rights & Social Justice, and Science/Technology & Values. In my opinion this is not very well conceived. For every program, the department has to offer courses to facilitate reasonable progress to graduation. Even with the large number of upper division courses available for GE, in a department with only 29 majors, this doesn't strike me as an efficient use of resources.

Minor
There are three tracks in the minor: Cognitive Science, Philosophy, and Religious Studies. All three tracks are well conceived and would provide students with a solid understanding of the three respective areas. The Philosophy and Religious Studies tracks involve courses within the department but allow enough flexibility to both appeal to a wide variety of majors and be compatible with their graduating in a reasonable amount of time. The Cognitive Science track is largely interdisciplinary and looks like it should be attractive to students.

General Education
The Philosophy Department is very involved in the GE program with a large number of courses in the lower division and upper division program. The College has some concerns about the department’s plan to be more aggressive about moving further into GE since departments end up competing for FTES, but the discipline’s central role in general education is an argument for the department to continue its active involvement.
C. The Faculty
The first thing to note is that the department is succeeding in keeping its program afloat with only three full time tenure track faculty, one of whom teaches in another department. This is simply not sustainable. The department is blessed with a very smart, effective and committed chair, but the workload created by the small number of regular faculty is clearly excessive. The chair is also not a full professor, which further limits her effectiveness. The department is very heavily dependant on its lecturers to provide coverage of the basic fields, for advising and for the day-to-day teaching of students. In large part because of its heavy reliance on lecturers, the department covers most of the major fields in philosophy. There is a very high level of scholarship and service among the faculty, and a commendable level of scholarly activity among the lecturers. While I recognize the crucial and positive role that lecturers play in the department and I applaud the department for the collegiality between the chair and the lecturers, the level of reliance on lecturers is very worrisome. It is not possible to depend on lecturers to carry such a load. The system doesn’t reward them for their efforts beyond the classroom, and they are understandably not a stable resource because they are likely to be looking for tenure track jobs elsewhere. Based on the high level of scholarship among the lecturers and thus their attractiveness to other universities, I think the department is in real danger of finding itself unable to staff even the core courses.

D. Budget and Enrollment
The budget is largely controlled from the Dean’s office. The department asks for a certain level of staffing and the Dean’s office responds, paying particular attention to the student enrollment. Since FTES drives resources on every CSU campus, it is wise to be sensitive to enrollment, but the current system provides no real incentive for the department to be efficient in its use of faculty resources. The chair faces pressure from faculty and students to maintain and even increase the number and variety of sections offered. The department does not see any incentive for reducing the number and variety of sections in order to maximize enrollment efficient. Thus the push to maximize enrollment efficiency that comes from the College is understandably not welcomed.

E. Staff
The department is blessed with an excellent staff person who is hardworking, efficient and committed to the department. She has an excellent working relationship with the chair.

F. Students
I met with students from one upper division class, all of whom were either majors or minors. The students by and large reported satisfaction with the education they were getting and felt that they were given a fair amount of personal attention. They also were largely in favor of the four track major program. One thing that I noted was that the student demographics did not match the campus demographics. In particular, the philosophy majors were much more likely to be white and male.
G. Implementation of Last Review

The last reviewer had a number of suggestions. I will comment on each in turn.

1. The reviewer worried that the department was stretched too thin. The department acknowledges that it is now stretched even thinner with the reduction in regular faculty. This is clearly a problem that must be addressed.

2. The reviewer noted that disproportion between regular and temporary faculty. The department acknowledges that this situation has worsened. Again, this is a problem that must be addressed.

3. The reviewer expressed concern that the reliance on lecturers unduly burdened the regular faculty with advising and committee responsibilities. The department notes that this has worsened. Again, this is still an urgent problem.

4. The reviewer noted the burnout caused by 2 and 3. Again, the department acknowledges that this is an ongoing problem. The burnout problem is still a major issue.

5. The reviewer recommended more tenure track hiring. The department notes that its requests for regular faculty have not generally been approved and that since another regular faculty member resigned and another is on extended leave of absence, the situation is worse now. This department is facing a real crisis. Its very survival requires that this problem be addressed immediately.

6. The reviewer recommended increasing the multicultural nature of the department and that this would be facilitated by a hire in Religious Studies. The department notes that its program changes have made it more multicultural but that it still needs to hire in Religious Studies. Again, I concur with the reviewer and urge the university to approve the department’s request to hire in this area.

7. The reviewer suggested an upper division introduction to philosophy. The department added Philosophy 3305. I am not convinced of the importance of such a course, especially in light of my belief that the department needs to streamline its upper division offerings.

8. The reviewer suggested specific curricular changes. The department responded with two new sophomore level introductory courses. Given the small size of the department, I think the department should be very concerned about spreading itself too thin by making too many commitments to introductory level courses.

9. The reviewer suggested streamlining its assessment plan, and the department has done so. In my opinion, the assessment plan the department has adopted is sound, but its successful implementation requires an increase in the number of tenured and tenure track faculty.

Recommendations

1. The department urgently needs to hire additional tenure track faculty. I would suggest that the department hire at least 2 tenure track faculty members in the immediate future and look for another 1 or 2 in the next couple of years. I would endorse the department plan of hiring initially in the fields of philosophy of science, and religious studies. (Here, I would reiterate suggestions 1-5 of the last reviewer.) Other areas that are urgently in need of tenure track hires are history of philosophy, metaphysics and epistemology, logic, and ethics.
2. The department should consider making one of these appointments at the full professor level and appointing this person as department chair.

3. The department should drop two of the four major tracks. I would keep the classical philosophy and religious studies tracks. Students can continue to specialize in other tracks by choosing the appropriate coursework, but advising would be less complicated and the department could streamline its upper division course offerings.

4. The department should increase the visibility and course offerings in the religious studies track as soon as possible. This is a separate department at many universities and there is currently a tremendous amount of interest in this field.

5. The department should consider marketing itself more aggressively to pre-law students. Philosophy students famously have the highest LSAT scores among all majors, for example. Doing pre-law advising in the department might facilitate this. Having a tenure track faculty member with a JD should enhance the department's ability to attract pre-law students.

6. The department should consider managing enrollment more efficiently by streamlining its upper division course offerings and increasing caps in upper division courses. The College should acknowledge that there is little incentive for the department to do so currently. There are three ways that the College could increase the department's incentive. The first would be to provide additional tenure lines in exchange for improvements in efficiency. The second would be to give the department more control over its faculty salary budget and allow the department to divert some of these funds to student assistants for grading. The third would be to allow the department to average enrollment across sections rather than merely focusing on low enrolled sections. These suggestions would give the department both the means and an incentive to manage budget and enrollment in a way that is more efficient. Thus, I endorse all three.

7. The department should work more diligently to increase its female and nonwhite students. I commend the department for its curriculum, which includes a good number of multicultural courses that should be attractive to students from diverse perspectives, and for the diversity of its tenure track faculty. I suspect that a bit of soul searching and research might help the department figure out just why the demographics of its majors are so unrepresentative of the university as a whole.
Response to the Outside Reviewer's Report by the Department of Philosophy

The faculty of the Philosophy Department at CSUEB concurs with many of the observations made by our outside program reviewer, Rita Manning from San Jose State, and would like to thank her for her service to our program.

We agree that our faculty is dedicated to the Philosophy program and to serving students well in both the major and minor programs as well as the General Education courses.

We agree that our faculty is doing extraordinary work in the face of the reduced numbers of regular faculty members, reduced resources, and College and University-wide budget cuts.

We agree that both faculty and students are well served by an excellent staff member, Teresa Taniguchi.

We address Professor Manning's specific recommendations below.

The Major Program

"3. The department should drop two of the four major tracks. I would keep the classical philosophy and religious studies tracks. Students can continue to specialize in other tracks by choosing the appropriate coursework, but advising would be less complicated and the department could streamline its upper division course offerings."

After initiating our new major program in the Fall of 2005, two things have become clear. The Religious Studies and Law, Human, Rights, and Social Justice options in the major are the most popular.

We also do not have the faculty in terms of expertise or lecturer allocation to keep all of these options afloat. This leads to anxiety of the part of students and the need for the chair to make numerous substitutions to help students graduate. The faculty will have some serious conversations about whether and how to revise the major in the upcoming year. A less rigid major with more room for student choice could alleviate these problems.

"4. The department should increase the visibility and course offerings in the religious studies track as soon as possible. This is a separate department at many universities and there is currently a tremendous amount of interest in this field."

This is clearly an area for growth in the department. In order to grow this option and to provide students with more consistent course offerings, the Philosophy Department needs a tenure-track hire with this expertise.

"5. The department should consider marketing itself more aggressively to pre-law students. Philosophy students famously have the highest LSAT scores among all majors, for example. Doing pre-law advising in the department might facilitate this. Having a
tenure track faculty member with a JD should enhance the department’s ability to attract pre-law students.”

The Law, Human Rights, & Social Justice option in the major was designed to appeal to student interested in law and attending law school. Since the last Five-Year Review, the department has initiated a new course designed to help students with preparation for the LSAT, PHIL 3010 Critical Legal Reasoning. The department will consider marketing itself more aggressively as a good major for pre-law students.

The Minor Program
Professor Manning notes that the three minor options are sound and should appeal to students. However, there have been very few Cognitive Science minors in the recent past, and perhaps a more open minor program would allow students to pursue interests of their choice, and continue to help the department streamline our offerings.

Contributions to General Education
The Philosophy Program will doubtless continue to make significant contributions to General Education in the areas of Critical Thinking and the Humanities (lower and upper division), as a part of a liberal arts education. However, we need tenure-track faculty to serve in this capacity as well. The cluster program is demanding and labor-intensive, and should be served by regular faculty members. General Education is an important part of the University’s mission and any university education. Philosophy, as a discipline, is an important part of that education.

Faculty
Professor Manning writes: “1. The department urgently needs to hire additional tenure track faculty. I would suggest that the department hire at least 2 tenure track faculty members in the immediate future and look for another 1 or 2 in the next couple of years.”

The Philosophy Department heartily concurs with this recommendation. The Department has submitted two requests for tenure track hires one in Religious Studies and one in Philosophy Science (in this report) Since Professor Manning has written her report, faculty member Terrence Kelly has officially resigned from the University. Revitalizing the regular faculty is absolutely necessary for several reasons. First of all, we need regular faculty to work with students in order to attract more majors. Second, we need regular faculty to replace faculty lost in areas of critical need, such as Philosophy of Science and in the History of Philosophy. As already noted, we have not had a regular faculty member whose specialty is in Religious Studies for some time. With the reduction of regular faculty comes an increased burden on the Department Chair for advising students, course scheduling, and protecting the interests of the department on College and University-wide committees. Lastly, the most important reason to hire regular faculty is to correct, at least in part, our atrocious regular to lecturer faculty ratio. The worsening and persistence of this ratio should be embarrassing to the University as a whole, as it reflects poor working conditions for both regular and lecturer faculty, as well as reduced service to students.
Professor Manning writes: "2. The department should consider making one of these appointments at the full professor level and appointing this person as department chair."

This would be a welcome possibility. However, our need for faculty in terms of sheer number is so great, that the department would probably prefer two junior tenure-track faculty to one full professor, if given the choice. The current chair thinks that she can stick it out for a bit longer.

**Budget and Enrollment**

"6. The department should consider managing enrollment more efficiently by streamlining its upper division course offerings and increasing caps in upper division courses. The College should acknowledge that there is little incentive for the department to do so currently. There are three ways that the College could increase the department’s incentive. The first would be to provide additional tenure lines in exchange for improvements in efficiency. The second would be to give the department more control over its faculty salary budget and allow the department to divert some of these funds to student assistants for grading. The third would be to allow the department to average enrollment across sections rather than merely focusing on low enrolled sections. These suggestions would give the department both the means and an incentive to manage budget and enrollment in a way that is more efficient. Thus, I endorse all three."

The Philosophy Department concurs in part with this recommendation.

We agree that we could probably stand to streamline our upper division offerings, while still allowing faculty to offer courses in their areas of interest and of interest to students. Keeping courses in the catalogue that are never offered confuses students and makes the department seem dysfunctional. If we commit to offering large numbers of courses primarily for 30-35 majors, then none of them may enroll very well.

Though the Philosophy Department concurs with efficient budget and enrollment management, we do not concur with raising the caps of courses. First of all, since virtually all of our courses satisfy General Education requirements, we are committed to providing labor intensive writing, oral communication, and critical thinking assignments in these courses. Higher caps unduly burden faculty members, particularly lecturers. The Philosophy Department has had the unfortunate experience in the past of having course caps “temporarily” raised by the Dean’s office, never to be return to lower level. We often take more students in our courses in order to be good citizens of the University in order to secure enrollment, but raising our caps puts us at a permanent disadvantage.

The incentives at the College level are a great idea, and we concur with this suggestion on how the College of Letters, Arts, and Social Sciences should operate. As the College funding structure exists now, there is little incentive to economize offerings or to agree to cancel low enrolled courses. Allowing the chair to manage how the lecturer allocation is spent as a dollar amount would allow for better control over our major and GE offerings.
Profile of Majors

Professor Manning writes: “7. The department should work more diligently to increase its female and nonwhite students. I commend the department for its curriculum, which includes a good number of multicultural courses that should be attractive to students from diverse perspectives, and for the diversity of its tenure track faculty. I suspect that a bit of soul searching and research might help the department figure out just why the demographics of its majors are so unrepresentative of the university as a whole.”

The department concurs with this observation, and commits to trying to diversify its major and minor population.

In our most recent revision of the major, we included a “Social and Political Diversity Elective” as required for majors in all options.

The Philosophy Department diversified its faculty in its last tenure-track search.

This is not just a problem for our program, but for the discipline of Philosophy as a whole. We need to continue diversifying our faculty as well as to continue increasing the diversity and relevance of our courses for our multicultural and diverse student body. This is something for us to have a serious conversation about, and maybe to get feedback from non-major students on how they perceive philosophy.

Philosophy remains stigmatized as the least practical of majors, though it remains one with a reputation among academics and employers as a major that really hones critical thinking and writing skills. We should capitalize on this perception.
Date: March 27, 2008
From: Michael Mahoney, Provost and Vice President, Academic Affairs
To: Benjamin Bowser, Interim Dean, CLASS
Jennifer Eagan, Chair, Philosophy
Subject: MOU Meeting – B.A. in Philosophy

On March 20, 2008, I met with Benjamin Bowser, Interim Dean, CLASS; Janet Patterson, Associate Dean, CLASS; Jennifer Eagan, Chair, Philosophy; Aline Soules, Chair, CAPR; and Carl Bellone, AVP Academic Programs and Graduate Studies to discuss the Program Review for the B.A. in Philosophy and to develop an MOU as required by CAPR 9.

The Department of Philosophy has experienced several faculty changes in the last few years. Two faculty members recently left which made it difficult for the department to function. However, the department recently hired a new faculty member and in the past week hired a professor to teach religious studies (this professor will start in Fall 2008). The Department is asking for two tenure track positions during the 2008/09 recruitment cycle—one in the Philosophy of Science and Ethics and a generalist to teach the History of Philosophy. The Department uses many lecturers and could not function without the incredible job that they do.

The Department benefits greatly from an excellent office staff.

Although the Philosophy Department is small, it plays a big role in General Education. The Department is in three G.E. Clusters and takes the lead role in offering courses to fulfill the Critical Thinking requirement.

The Department has paired down the minors as recommended by the outside reviewer in order to not so thinly stretch their resources. Minors in Cognitive Philosophy and Religious Studies were dropped.

The program has four options which are popular with students. The most popular is Law, Human Rights, and Social Justice. The program is looking forward to the arrival of the new professor in Religious Studies who is expected to breathe new life into that option.

As part of its five year plan, the Department of Philosophy has revised the major, added new courses and streamlined others all actions recommended by the outside reviewer.
In the spring, the Department will do a formal alumni survey as part of its assessment plan. The other assessment activities will continue as planned.

CAPR praised the restructuring of the program to appeal to a wider range of students, encouraged the program to continue efforts to maintain and expand growth as appropriate, supported continued development of regular program assessment, encouraged efforts to diversity the students and the faculty, supported the program’s efforts in General Education, and recommended the addition of another tenure track position to help build a diverse cohort of junior faculty.

The results of the MOU meeting are as follows:

1. The Department will continue with its assessment efforts which concentrate on a touchstone course and a capstone course. Faculty members assess the learning outcomes of incoming majors in the touchstone course and later compare them with the level of learning outcomes in the capstone course.

2. The Department is encouraged to request additional tenure track positions to help build a diverse cohort of junior faculty.

AVP Carl Bellone and I sincerely appreciate the significant work that the Department of Philosophy and its chair continue to do with their four major options and with the vital general education courses and freshman clusters. We’d also like to thank the CAPR members for their time and informative report.

cc: Janet Patterson
Carl Bellone
Aline Soules
Hank Reichman
Appendix B – Current Catalogue (with changes the “Major Requirements” following)

Philosophy

- Department Information
- Program Description
- Career Opportunities
- Major Requirements (B.A.)
- Other Degree Requirements
- Minor Requirements
- Undergraduate Courses

**Department Information**
Department of Philosophy
College of Letters, Arts, and Social Sciences
Office: Meiklejohn Hall 4006
Phone: (510) 885-3225, FAX: (510) 885-2123
Website: [http://www.csueastbay.edu/philosophy/](http://www.csueastbay.edu/philosophy/)

**Professor**
Jennifer L. Eagan, Ph.D. Duquesne University

**Associate Professors**
Barbara Hall, Ph.D. University of Arizona, J.D. DePaul University Law School
Christopher Moreman, (Chair), Ph.D. University of Wales, Lampeter

**Professor Emeritus**
Marek W. Bielecki, Ph.D. University of Warsaw (Poland)

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**Program Description**
The Department of Philosophy at Cal State East Bay seeks to promote the exploration of enduring human concerns—concerns, for example, about the nature of knowledge, ethics, truth, and God. In addition to emphasizing classical philosophy, the department encourages students to think critically about contemporary debates, particularly in the areas of law, human rights, and social justice; science, technology, and values; and religion. The department's faculty strive to instill in students lifelong habits of questioning, of exploring views contrary to their own, and of engaging in reasoned and honest dialogue. By their focus on analysis, comprehension and communication, they aim to develop qualities that are essential to personal fulfillment, civic responsibility, and career success. Many different kinds of students choose the major in philosophy. Some intend to do graduate work in philosophy, often with the intention of becoming philosophy professors who research and teach in philosophy. Others take philosophy as a preparation for another professional area. Traditionally, for example, philosophy has been one of the chief roads to professional law schools. On the other hand, the aim of many religious studies students is to prepare for entrance into theological seminary. Philosophy also serves as a good general liberal arts education, since many of the long-established university disciplines are founded on philosophical principles: political science, sociology, education,
aesthetics, physics, and other subjects. Finally, many students major in philosophy in order to prepare for careers that require clarity of thought, analytical ability, good writing skills, and the ability to present a reasoned argument.

**Student Learning Outcomes**
Students graduating with a B.A. in Philosophy from Cal State East Bay will be able to:
1. write clear, academically rigorous, argumentative essays.
2. read complex texts, create original arguments, analyze the arguments of others, and express these criticisms orally and in writing.
3. demonstrate knowledge of philosophical and/or religious traditions, their relevant concepts, theories, methods, and historical contexts.
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.
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.

**Career Opportunities**
- Analyst
- Business Executive
- Consultant
- Critic
- Editor
- Foreign Service Officer
- Journalist
- Lawyer
- Philosopher
- Policy Analyst
- Primary/Secondary School Teacher
- Professor
- Public Administrator
- Theologian
- Clergy
- Writer

**Major Requirements (B.A.)**
The Philosophy major consists of 60 units of Philosophy courses of which at least 56 units must be upper division. Philosophy majors should consult with a Philosophy department advisor or the chairperson for advice in selecting Philosophy courses that suit their individual educational and career goals. The Philosophy major consists of 60 units; the B.A. degree requires a total of 180 units.

**Other Degree Requirements**
In addition to major requirements, every student must also complete the University requirements for graduation which are described in the Baccalaureate Degree Requirements chapter in the front of this catalog. These include the General Education-Breadth requirements; the second composition (ENGL 1002) requirement; the cultural groups/women requirement; the performing arts/activities
requirement; the U.S. history, U.S. Constitution, and California state and local government requirement; the University Writing Skills Requirement; and the residence, unit, and grade point average requirements.

Minor Requirements
The Philosophy minor consists of 28 units of Philosophy courses of which at least 24 units must be upper division. The purpose of the Minor in Philosophy is to provide a general background in Philosophy. Philosophy minors can choose any set of upper division Philosophy classes, which can include courses in the areas of religious studies, law, human rights, social justice, philosophy of science, ethics, and the history of philosophy. Philosophy courses focus on writing and critical reasoning skills; therefore the Philosophy Minor fits well with any major. Prospective Philosophy minors should consult with a Philosophy department advisor or the chairperson to select courses.

Undergraduate Courses

Lower Division Critical Thinking Courses *(Course prefix: PHIL)*

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Information</th>
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</thead>
</table>
| 1000          | Workshop in Clear Thinking (4)  
Development of clarity and focus in thinking, with attention to rigor, modes of explanation, validity of reasoning, etc. |
| 1001          | Introduction to Logic (4)  
Beginning study of the forms of valid inference, including informal fallacies, syllogistic logic and symbolic logic. |

Lower Division Philosophy Courses *(Course prefix: PHIL)*

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<tr>
<th>Course Number</th>
<th>Course Information</th>
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</table>
| 1005          | Viewing Diversity (4)  
Introduction to the philosophical treatment of diversity and race. Topics may include the social contract, the social construction of race, reparations, the effects of racial classification, social inequality, the relationship of contemporary social and political issues to race. |
| 1102          | Issues in Environmental Ethics (4)  
Critical examination of ethical issues in environmental philosophy. Topics may include: the impact of human activity on environmental systems, climate change, loss of biodiversity, sustainable practices, and intergenerational justice. *Not open to students with credit for PHIL 1103 or 1104.* |
| 1103          | Science, Ethics, and Technology (4)  
The ethical implications of various technologies, such as biotechnology, medical technologies, environmental technologies, and informational technologies. *Not open to students with credit for PHIL 1102 or 1104.* |
<p>| 1104          | The Philosophy of Environmental Science and Policy (4) |</p>
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Information</th>
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</table>
| 1201          | **Introduction to Ancient Philosophy (4)**  
Study of issues related to the morality and justification of environmental science as a source of knowledge and guide to human action. Topics include: scientific disagreement, whose interests should concern us, and what should influence our evaluation of government policies. *Not open to students with credit for PHIL 1102 or 1103.* |
| 1302          | **Philosophy of Self and Society (4)**  
Overview of Western social and political philosophy including feminist critiques and multicultural perspectives. Discussion of human nature, the good life, political economy, rights, justice, power, and oppression. Schools of thought include classical liberalism, libertarianism, socialism, communitarianism, and pragmatism. |
| 1303          | **Introduction to the Philosophy of Art (4)**  
Introduction to aesthetics through artistic forms such as music, visual art, and literature. Topics may include expression, representation, and creativity, as well as questions exploring what constitutes a work of art and the role of the artist. |
| 1401          | **Religions of the World (4)**  
Comparative study of religions from around the world, such as Hinduism, Buddhism, Taoism, Judaism, Christianity and Islam. |
| 2001          | **Introduction to Philosophy (4)**  
Major themes, thinkers and methods in philosophy. Topics include the history of philosophy, the nature of philosophical questioning, God, reality, truth and the self. |
| 2002          | **Introduction to Ethics (4)**  
Introduction to philosophical ethics. Topics include major ethical theories, virtue, vice, evil, character, moral education and relativism. Impact of cultural diversity on ethical discourse. |
| 2003          | **Introduction to Judaism, Christianity, and Islam (4)**  
Covers the three Abrahamic faiths: Judaism, Christianity, and Islam. Students will learn about each tradition's historical development and the specific beliefs of each, in addition to the relationships between these faiths and the sources of conflict. |
| 2040          | **Early Modern World Philosophies (4)**  
Evolution of religious and philosophical traditions of early modern Europe, Middle East, and Asia. Impact of Islam on Judeo-Christian thought; philosophical debates regarding conquest and colonization of the Americas; changing perspectives on race and gender; the Enlightenment in global perspective. |
| 2605          | **Introduction to Asian Religion (4)**  
Introduction to Buddhism as it has appeared in India, Southeast Asia, and Japan within the context of related religions including Hinduism, Shinto and the religions of China. *Not
### Lower Division Philosophy Courses *(Course prefix: PHIL)*

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Information</th>
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<tbody>
<tr>
<td></td>
<td><em>open to students with credit for PHIL 1605 or PHIL 3403.</em></td>
</tr>
</tbody>
</table>

### Upper Division Critical Thinking Courses *(Course prefix: PHIL)*

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Information</th>
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</thead>
<tbody>
<tr>
<td>3002</td>
<td><strong>Modern Logic (4)</strong>&lt;br&gt;Advanced course in symbolic logic. Students without a mathematical background are encouraged to first take PHIL 1001.</td>
</tr>
<tr>
<td>3010</td>
<td><strong>Critical Legal Reasoning (4)</strong>&lt;br&gt;Development of ability to think clearly and rationally with focus on legal reasoning. Argument by analogy, use of precedent, interpretation of court opinions, and LSAT preparation.</td>
</tr>
</tbody>
</table>

### Upper Division Philosophy Courses *(Course prefix: PHIL)*

<table>
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<tr>
<th>Course Number</th>
<th>Course Information</th>
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<tbody>
<tr>
<td>3100</td>
<td><strong>Ethics (4)</strong>&lt;br&gt;Major theories about ethics or morality and their relation to different social systems, institutions and cultures of the world.</td>
</tr>
<tr>
<td>3151</td>
<td><strong>Environmental Ethics (4)</strong>&lt;br&gt;Philosophical conceptions of nature and the environment, and human responsibilities towards it, drawn from different historical and cultural traditions.</td>
</tr>
<tr>
<td>3152</td>
<td><strong>Biomedical Ethics (4)</strong>&lt;br&gt;Ethical issues in biology and medicine, such as euthanasia, abortion, truth-telling, genetic engineering, cloning, distribution of medical resources.</td>
</tr>
<tr>
<td>3153</td>
<td><strong>Biology and Ethics (4)</strong>&lt;br&gt;Conceptual and ethical issues arising from new developments in biology. Topics may include cloning, genetic engineering, biodiversity, the evolution/creation debate.</td>
</tr>
<tr>
<td>3161</td>
<td><strong>Philosophy and Sex (4)</strong>&lt;br&gt;A philosophical examination of conceptual and ethical issues raised by sexuality and sexual love. Possible topics include love and sexuality, promiscuity, prostitution, adultery, homosexuality, sexual harassment, pornography, and same-sex marriage.</td>
</tr>
<tr>
<td>3201</td>
<td><strong>Aesthetics (4)</strong>&lt;br&gt;Theories of art, such as imitation, formalism and expressionism; the contrast between representational and abstract art.</td>
</tr>
<tr>
<td>3216</td>
<td><strong>Philosophy and Science Fiction (4)</strong>&lt;br&gt;Philosophical views about topics contained implicitly in science fiction writing and film.</td>
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<td>Course Number</td>
<td>Course Information</td>
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<tr>
<td>3230</td>
<td><strong>Art and Philosophy of the East (4)</strong>&lt;br&gt;An interdisciplinary investigation of the relationship between art and philosophy of Asia, with particular emphasis on Hinduism and Buddhism. Team taught by faculty from the Art and Philosophy departments. <em>Cross-listed with ART 3230.</em></td>
</tr>
<tr>
<td>3301</td>
<td><strong>Theory of Knowledge (4)</strong>&lt;br&gt;An exploration of such issues as skepticism, relativism, truth, and the nature of understanding. <em>May be repeated once for credit when content varies, for a maximum of 8 units.</em></td>
</tr>
<tr>
<td>3305</td>
<td><strong>Fundamental Questions: Self, Nature, and God (4)</strong>&lt;br&gt;Topics such as the mind-body problem, freedom versus determinism, and the nature of truth, faith, and reason.</td>
</tr>
<tr>
<td>3311</td>
<td><strong>Metaphysics (4)</strong>&lt;br&gt;An exploration of the nature of matter, mind, space, time, truth, and the real. <em>May be repeated once for credit when content varies, for a maximum of 8 units.</em></td>
</tr>
<tr>
<td>3321</td>
<td><strong>Philosophy of the Human Sciences (4)</strong>&lt;br&gt;Philosophical study of theories, methods and problems in the social and behavioral sciences. <em>May be repeated once for credit when content varies, for a maximum of 8 units.</em></td>
</tr>
<tr>
<td>3322</td>
<td><strong>Philosophy of Language (4)</strong>&lt;br&gt;An exploration of fundamental issues concerning language and discourse, such as truth, communication, meaning, representation, understanding, metaphor, and irony.</td>
</tr>
<tr>
<td>3332</td>
<td><strong>Philosophy of Science (4)</strong>&lt;br&gt;The nature of scientific explanation, scientific methods, and conceptual revolutions in science.</td>
</tr>
<tr>
<td>3341</td>
<td><strong>Philosophy of Cognition and Artificial Intelligence (4)</strong>&lt;br&gt;Philosophical study of the nature of cognition and of human and machine intelligence. Explores such questions as: &quot;What is thinking?&quot; &quot;What is intelligence?&quot; &quot;Can computers understand ordinary language?&quot; Recent trends and prospects of the quest for truly intelligent machines.</td>
</tr>
<tr>
<td>3400</td>
<td><strong>Philosophy of Religion (4)</strong>&lt;br&gt;Philosophical issues such as the existence of God, the problem of evil, the paradox of free will, the nature of religious experience and mysticism. <em>May be repeated once for credit when content varies, for a maximum of 8 units.</em></td>
</tr>
</tbody>
</table>
| 3401          | **Contemporary Religious Thinkers (4)**<br>The religious philosophies of one or more major thinkers of the Twentieth Century from different cultures or religious traditions of the world. *May be repeated once for credit when...*
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<tr>
<th>Course Number</th>
<th>Course Information</th>
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<tbody>
<tr>
<td>3403</td>
<td><strong>Religions of the East (4)</strong>&lt;br&gt;Survey of Eastern religious thought and practice as expressed in the traditions of Confucianism, Taoism, Hinduism, Buddhism, and others. <em>Not open to students with credit for PHIL 1605 or PHIL 2605.</em></td>
</tr>
<tr>
<td>3404</td>
<td><strong>Mysticism (4)</strong>&lt;br&gt;Survey of mysticism in religions including Judaism, Christianity, Islam, Hinduism, Buddhism, and Taoism. Readings may include works from William James, Rudolph Otto, Carl Jung, Stephen Katz, and Walter Stace, and mystical texts from world religions.</td>
</tr>
<tr>
<td>3410</td>
<td><strong>Comparative Themes in Eastern and Western Philosophy (4)</strong>&lt;br&gt;Critical and comparative study of themes from Western philosophy and from Indian, Chinese and other Eastern philosophies. <em>May be repeated once for credit when content varies, for a maximum of 8 units.</em></td>
</tr>
<tr>
<td>3411</td>
<td><strong>Judaism (4)</strong>&lt;br&gt;Study of Judaism, its beliefs and practices; Jewish identity through its history and evolution; including readings from the Hebrew Bible, the Talmud, Kabbalah, and other core Jewish texts.</td>
</tr>
<tr>
<td>3417</td>
<td><strong>Islam (4)</strong>&lt;br&gt;Study of Islam, its beliefs and practices; history and evolution, including readings from the Quran, the Hadith, and other core Islamic texts.</td>
</tr>
<tr>
<td>3421</td>
<td><strong>Atheism, Agnosticism, and Theism (4)</strong>&lt;br&gt;Philosophical examination of atheism, agnosticism, belief in God, and the reasons, if any, for these three positions. Topics may also include morality, humanism, nihilism, science and religion, the meaning of life, and the nature of spirituality.</td>
</tr>
<tr>
<td>3430</td>
<td><strong>The Bible in Film (4)</strong>&lt;br&gt;Introduction to biblical themes and how these themes are variously interpreted within both Judaism and Christianity, and in popular culture and film. Students will watch films depicting biblical stories, discussing the ways they relate to actual biblical accounts.</td>
</tr>
<tr>
<td>3431</td>
<td><strong>Cults, New Religious Movements (4)</strong>&lt;br&gt;Introduction to many new religions including Scientology, Wicca, and the Peoples' Temple. Students will learn their origins and how they grow and perpetuate their beliefs. Definitions of &quot;cults&quot; and characteristics of members and leaders are also covered.</td>
</tr>
<tr>
<td>3432</td>
<td><strong>Religion, Monsters, and Horror (4)</strong>&lt;br&gt;Examination of monsters as they appear in the world's religions. Discussion of the nature of evil, the fear of death, and the experience of the uncanny. References include religious scriptures, folklore, and popular culture.</td>
</tr>
<tr>
<td>3433</td>
<td><strong>Views of the Afterlife (4)</strong>&lt;br&gt;Overview of the beliefs in life after death found in the world's religions. Examination of the experiences of those who feel they have had a brush with the dead or with death itself.</td>
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<tr>
<td>3502</td>
<td><strong>Social and Political Philosophy (4)</strong>&lt;br&gt;Intensive study of the philosophical theories underlying or justifying public policy issues, such as individual freedom and government protection of the rights of others; freedom of speech and religious, racial or sexual prejudice; affirmative action and reverse discrimination; and violence, personal responsibility and the roots of social injustice.</td>
</tr>
<tr>
<td>3503</td>
<td><strong>Philosophy of Law (4)</strong>&lt;br&gt;Introduction to the main schools of jurisprudence and legal philosophy. <em>Cross-listed with POSC 3503.</em></td>
</tr>
<tr>
<td>3510</td>
<td><strong>Human Rights and Social Justice: Cultural Groups and Women in the U.S. (4)</strong>&lt;br&gt;Philosophical perspectives on human rights and social justice as they apply to the lived experiences of cultural groups and women in the U.S.</td>
</tr>
<tr>
<td>3511</td>
<td><strong>Philosophy of Human Rights and Global Justice (4)</strong>&lt;br&gt;Explores human rights theory and its global application from a philosophical perspective. Considers whether the following concepts can be applied globally: the nature of rights, individualism, liberalism, the social contract, cosmopolitanism, postmodernity, multiculturalism, materialism, and the nature of power.</td>
</tr>
<tr>
<td>3515</td>
<td><strong>Race and Social Justice (4)</strong>&lt;br&gt;A philosophical examination of race, racism, racial identity and experience, through the narratives of U.S. cultural groups. Possible topics include race as an epistemological and ethical category, racism, racial identity formation, and how to secure social justice.</td>
</tr>
<tr>
<td>3543</td>
<td><strong>Evil (4)</strong>&lt;br&gt;Survey of traditional and contemporary philosophical debates on the nature, origin, and existence of evil. Topics may include cruelty, genocide, torture, war, slavery.</td>
</tr>
<tr>
<td>3560</td>
<td><strong>Business and Professional Ethics (4)</strong>&lt;br&gt;Team-taught by a philosopher and a social scientist. Explores current ethical issues in business and other professions: preferential hiring vs. equal opportunity, environmental regulation vs. property rights, truthfulness in business communications, economic efficiency vs. social responsibility. <em>Cross-listed with MGMT 3560.</em></td>
</tr>
<tr>
<td>3601</td>
<td><strong>Ancient and Medieval Philosophy (4)</strong>&lt;br&gt;Western philosophy from the ancient Greeks (including Socrates, Plato and Aristotle) through the philosophers and theologians of the Middle Ages (including St. Augustine and St. Thomas Aquinas).</td>
</tr>
<tr>
<td>3602</td>
<td><strong>Modern Philosophy (4)</strong>&lt;br&gt;Seventeenth and eighteenth century Western philosophy, especially rationalism (Descartes, Spinoza, Leibniz) and empiricism (Locke, Berkeley, Hume).</td>
</tr>
<tr>
<td>3603</td>
<td><strong>Thinkers of the Enlightenment (4)</strong>&lt;br&gt;Themes stemming from the Enlightenment such as autonomy, critique, and idealism in philosophers from Kant to Hegel.</td>
</tr>
<tr>
<td>3604</td>
<td><strong>Roots of Contemporary Philosophy (4)</strong></td>
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<td>Course Number</td>
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| 3605          | **Studies in Contemporary Philosophy (4)**  
Various figures or topics in contemporary philosophy. *May be repeated once for credit when content varies, for a maximum of 8 units.* |
| 3701          | **Philosophy of Education (4)**  
Philosophical examination of educational theories and of their applications in various cultural and social contexts. |
| 3720          | **Feminist Philosophy (4)**  
Major themes, theories, and different schools of feminist philosophy; the influences of Marxism, psychoanalysis, existential phenomenology, postmodernism, and theories of difference, with special reference to American feminist thought. |
| 3721          | **African-American Philosophical Perspectives (4)**  
A philosophical examination of social, cultural, and political issues relating to African-Americans primarily from the perspective of African-American philosophers. Topics, both historical and contemporary, may include alienation, self-respect, and black feminist thought. *Cross-listed with ES 3721.* |
| 3925          | **Contemporary Ethical Issues (4)**  
An examination of ethics as applied to issues of current concern. May include discussion of abortion, affirmative action, animal rights, euthanasia, torture, and the death penalty. |
| 3999          | **Issues in Philosophy (4)**  
Readings, discussion, and research on contemporary and/or significant issues in philosophy. *May be repeated once for credit when content varies, for a maximum of 8 units.* |
| 4606          | **Seminar in Philosophy (4)**  
Intensive study of an individual philosopher, school, movement or problem in philosophy. *May be repeated once for credit when content varies, for a maximum of 8 units.* |
| 4900          | **Independent Study (1-4)**  
*May be repeated for credit with consent of instructor, for a maximum of 12 units.* |
Major Requirements (B.A.)

Philosophy majors should consult with a Philosophy department advisor or the chairperson for advice in selecting Philosophy courses that suit their individual educational and career goals. The Philosophy major consists of 60 units; the B.A. degree requires a total of 180 units.

The Philosophy major consists of 60 units of Philosophy courses of which at least 56 units MUST be upper division; the B.A. degree requires a total of 180 units. Philosophy majors should consult with a Philosophy department advisor or the chairperson for advice in selecting Philosophy courses that suit their individual educational and career goals.

1. Core Curriculum (28 units)
   (a) History of Philosophy (8 units)
   Students must take TWO of the following:
   - PHIL 3601 Ancient and Medieval Philosophy
   - PHIL 3602 Modern Philosophy
   - PHIL 3603 Thinkers of the Enlightenment
   - PHIL 3605 Studies in Contemporary Philosophy
   (b) Ethics (4 units)
   Students must take the following:
   - PHIL 3100 Ethics
   (c) Metaphysics / Epistemology (4 units)
   Students must take ONE of the following:
   - PHIL 3301 Theory of Knowledge
   - PHIL 3311 Metaphysics
   - PHIL 3322 Philosophy of Language
   - PHIL 3332 Philosophy of Science
   (d) Religion (4 units)
   Students must take ONE of the following:
   - PHIL 3400 Philosophy of Religion
   - PHIL 3403 Religions of the East
   - PHIL 3431 Cults and New Religious Movements
   (e) Diversity (4 units)
   Students must take ONE of the following:
   - PHIL 3510 Human Rights and Social Justice: Cultural Groups and Women in the U.S.
   - PHIL 3511 Philosophy of Human Rights and Global Justice
   - PHIL 3515 Race and Social Justice
   - PHIL 3720 Feminist Philosophy
   - PHIL 3721 African-American Philosophical Perspectives
   (f) Capstone Course (4 units)
   All majors must take the following course. Students should take this course in their final year.
   - PHIL 3305 Fundamental Questions: Self, Nature, and God

2. Electives (32 units)
Students can choose Electives from any other course in Philosophy not already taken in fulfillment of one the requirements above. Students may count no more than one lower-division course (4 units) towards the major. Students are free to build their Elective Path through philosophy according to their interests. Students wishing to focus their studies in a particular direction should choose electives from courses listed in one of the suggested Elective Paths below (NOTE: Some of the courses below might be taken either as electives OR to fulfill requirements listed above):

(b) **Philosophy Graduate School Preparation**  
- PHIL 3002 Modern Logic  
- PHIL 3301 Theory of Knowledge  
- PHIL 3311 Metaphysics  
- PHIL 3332 Philosophy of Science  
- PHIL 3400 Philosophy of Religion  
- PHIL 3502 Social and Political Philosophy  
- PHIL 3601 Ancient and Medieval Philosophy  
- PHIL 3602 Modern Philosophy  
- PHIL 3603 Thinkers of the Enlightenment  
- PHIL 3605 Studies in Contemporary Philosophy  
- PHIL 4606 Seminar in Philosophy

(c) **Religious Studies**  
- PHIL 3400 Philosophy of Religion  
- PHIL 3401 Contemporary Religious Thinkers  
- PHIL 3403 Religions of the East  
- PHIL 3404 Mysticism  
- PHIL 3410 Comparative Themes in Eastern and Western Philosophy  
- PHIL 3411 Judaism  
- PHIL 3417 Islam  
- PHIL 3421 Atheism, Agnosticism, and Theism  
- PHIL 3430 The Bible in Film  
- PHIL 3431 Cults and New Religious Movements  
- PHIL 3432 Religion, Monsters, and Horror  
- PHIL 3433 Views of the Afterlife

(d) **Pre-Law**  
- PHIL 3010 Critical Legal Reasoning  
- PHIL 3502 Social and Political Philosophy  
- PHIL 3503 Philosophy of Law  
- PHIL 3510 Human Rights and Social Justice: Cultural Groups & Women in the U.S.  
- PHIL 3511 Philosophy of Human Rights and Global Justice  
- PHIL 3515 Race and Social Justice
(c) **Applied Ethics**

- PHIL 3151 Environmental Ethics
- PHIL 3152 Biomedical Ethics
- PHIL 3510 Human Rights and Social Justice: Cultural Groups & Women in the U.S.
- PHIL 3560 Business and Professional Ethics
- PHIL 3925 Contemporary Ethical Issues
Minor in Religious Studies

The Religious Studies minor consists of 28 units, of which at least 24 must be upper division, chosen according to the rubric outlined below:

Students MUST take at least 4 units from the following list:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RELS 1401</td>
<td>Religions of the World (cannot be taken for credit if students have already taken RELS 3419)</td>
</tr>
<tr>
<td>RELS 2003</td>
<td>Introduction to Judaism, Christianity, and Islam</td>
</tr>
<tr>
<td>RELS 2605</td>
<td>Asian Thought (cannot be taken for credit if students have already taken RELS 3402)</td>
</tr>
<tr>
<td>RELS 3402</td>
<td>Philosophies of the East (cannot be taken for credit if students have already taken RELS 2605)</td>
</tr>
<tr>
<td>RELS 3411</td>
<td>Judaism</td>
</tr>
<tr>
<td>RELS 3417</td>
<td>Islam</td>
</tr>
<tr>
<td>RELS 3419</td>
<td>World Religions (cannot be taken for credit if students have already taken RELS 1401)</td>
</tr>
</tbody>
</table>

Students may take as many units as they wish from unused courses above or any other course with the RELS prefix, including but not limited to those on the following list:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RELS 3404</td>
<td>Mysticism</td>
</tr>
<tr>
<td>RELS 3430</td>
<td>The Bible in Film</td>
</tr>
<tr>
<td>RELS 3431</td>
<td>Cults and New Religious Movements</td>
</tr>
<tr>
<td>RELS 3432</td>
<td>Religion, Monsters, and Horror</td>
</tr>
<tr>
<td>RELS 3433</td>
<td>Views of the Afterlife</td>
</tr>
</tbody>
</table>

Students may also choose no more than 8 units from the following list:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 3230</td>
<td>Art and Philosophy of the East (cross-listed with ART 3230)</td>
</tr>
<tr>
<td>PHIL 3305</td>
<td>Fundamental Questions: Self, Nature, and God</td>
</tr>
<tr>
<td>PHIL 3311</td>
<td>Metaphysics</td>
</tr>
<tr>
<td>PHIL 3400</td>
<td>Philosophy of Religion</td>
</tr>
<tr>
<td>PHIL 3401</td>
<td>Contemporary Religious Thinkers</td>
</tr>
<tr>
<td>PHIL 3410</td>
<td>Comparative Themes in Eastern and Western Philosophy</td>
</tr>
<tr>
<td>PHIL 3421</td>
<td>Atheism</td>
</tr>
<tr>
<td>PHIL 3543</td>
<td>Evil</td>
</tr>
<tr>
<td>PHIL 3601</td>
<td>Ancient and Medieval Philosophy</td>
</tr>
<tr>
<td>PHIL 4900</td>
<td>Independent Study (with approval of the chair, depending upon content)</td>
</tr>
</tbody>
</table>

Students may take no more than 4 units from cross-disciplinary courses on the list below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 3410</td>
<td>Folklore</td>
</tr>
<tr>
<td>3840</td>
<td>Folk Religion and Magic</td>
</tr>
<tr>
<td>ENGL 4710</td>
<td>Bible for Students of Literature</td>
</tr>
<tr>
<td>4720</td>
<td>Mythology</td>
</tr>
<tr>
<td>ES 3185</td>
<td>African American Religion</td>
</tr>
<tr>
<td>3310</td>
<td>Native American World View</td>
</tr>
<tr>
<td>HIST 3123</td>
<td>History of Medieval Christianity</td>
</tr>
<tr>
<td>HUM 3000</td>
<td>Literature of the Holocaust</td>
</tr>
<tr>
<td>SOC 3610</td>
<td>Sociology of Religion</td>
</tr>
</tbody>
</table>
Religious Studies Option

Justification: This outline forces Religious Studies students to take at least one survey course covering a wide range of religious beliefs in Group A. Philosophy of Religion is also included here to accommodate students who may wish to take an approach more closely aligned with Philosophy proper. It then provides a broad selection of courses that are first limited in Group B to those that are most obviously related directly to Religious Studies, and then by Group C which allows for those courses which will overlap between Philosophy and Religious Studies. The introduction of Group D allows for the possibility that students might want to count courses from outside the department towards their major. This limit is set to a maximum of two courses in order to retain students in our courses, while the requirements allows for students to remain in our courses (Groups A, B, C) throughout without necessarily going to another department. The seminar ought to be required for all majors regardless of option, though I include the possibility for a new seminar for the Religious Studies students should numbers warrant it in future.

Required (60 units):
One course (4 units) from Group A
AND
Either PHIL 4606 Seminar in Philosophy OR PHIL 4XX Seminar in Religious Studies (4 units)
AND
Five courses (20 units) from either Group A or B
AND
Six courses (24 units) from any of Groups A, B, or C
AND
Two courses (8 units) from any of Groups A, B, C, or D

Required
4606 Seminar in Philosophy
4XX Seminar in Religious Studies

Group A (Core Religious Studies Courses)
PHIL 1401 Religions of the World (cannot be taken for major credit if students have already taken 3XX)
2605 Asian Thought (cannot be taken for major credit if students have already taken 3403)
2003 Judaism, Christianity, and Islam
3400 Philosophy of Religion
3403 Philosophies of the East (cannot be taken for major credit if students have already taken 2605)
3XX World Religions (cannot be taken for major credit if students have already taken 1401)

Group B (Other Religious Studies Courses)
PHIL 3305 Fundamental Questions: Self, Nature, and God
3410 Comparative Themes in Eastern and Western Philosophy
3411 Jewish Philosophy
3417 Philosophy of Islam
3431 Cults and New Religious Movements
3430 Bible in Film
3XX Mysticism
3XX Magic, Religion, and Science
3XX Death and the Afterlife

**Group C (Supporting Philosophy Courses)**

PHIL 3230 Art and Philosophy of the East
3335 Science, Technology, and Values
3401 Contemporary Religious Thinkers
3421 Atheism
3543 Evil
3601 Ancient and Medieval Philosophy
4900 Independent Study

**Group D (Supporting Courses in other Fields)**

ART 3000 Sacred Art
4020 Shamanistic Art
ANTH 3840 Folk Religion and Magic
3410 Folklore
SOC 3610 Sociology of Religion
HIST 3114 History of Early Christianity
3123 History of Medieval Christianity
ES 3185 African American Religion
3310 Native American World View
ENGL 4710 Bible for Students of Literature
4720 Mythology

Other courses may be applicable at the discretion of the major advisor or chair.
New Faculty Justification: Department of Philosophy  
(2013-2014)

Assistant Professor, Philosophy of Science, with a competency in Science and Ethics

Justification:

1. Brief overview of the position.

AOS: Philosophy of Science  
AOC: Ethics (particularly in the field of Biology/Bioethics) and/or Philosophy of Technology, and/or Environmental Ethics preferred

This faculty member would teach courses in the Philosophy major (listed below in this proposal) that delve into issues of bioethics, such as cloning, stem cell research, the environment, abortion, and euthanasia. These issues are of vital concern to all citizens. These courses do not only serve Philosophy majors. Environmental Ethics also serves Environmental Studies and Environmental Science majors. The course Science, Technology Values is required for the new Science Education options in Biology and Biochemistry, Chemistry, and Physics and serves the Community Health option in the Health Sciences degree. This faculty would also do research in these areas which would strengthen the University's commitment to the STEM disciplines, and would be well poised to apply for grants.

2. How does this position help the department meet its strategic goals, those of the College, and those of the University?

The University's new mission statement supports "learning experiences that prepare students [...] to be socially responsible contributors to society." This position would be crucial for helping students generate the kind of critical and ethical thinking necessary to accompany new scientific discovery and technological advances.

The Eight Shared Strategic Commitments include the value to: “Contribute to a sustainable planet through our academic programs, university operations, and individual behavior.” A faculty member in this position would help illuminate issues of vital concern for sustainability, both to science and to all of us as global citizens, issues such as climate change, genetically modified food, and the implications of use of new medical technology.
This could be an area of growth for the Philosophy Department that could draw new students to campus who are interested in the philosophy and ethics of science and technology. This area also compliments students in the sciences who may choose to double major or minor, giving them both a background in the humanities and a foundation for thinking about ethical issues.

3. What are the three most pressing needs to be filled by this position? Curricular gaps? Student Demand? Accreditation requirements? Other?

   a. **Curricular Gap**
   The Philosophy Department currently offers the following courses in or related to Philosophy of Science:

   **PHIL 1102 Issues in Environmental Ethics (4) Freshman Cluster Course**
   Critical examination of ethical issues in environmental philosophy. Topics may include: the impact of human activity on environmental systems, climate change, loss of biodiversity, sustainable practices, and intergenerational justice. *Not open to students with credit for PHIL 1101, 1103 or 1104.*

   **PHIL 1104 The Philosophy of Environmental Science and Policy (4) Freshman Cluster Course**
   Study of issues related to the morality and justification of environmental science as a source of knowledge and guide to human action. Topics include: scientific disagreement, whose interests should concern us, and what should influence our evaluation of government policies. *Not open to students with credit for PHIL 1101, 1102 or 1103.*

   **PHIL 3002 Modern Logic (4)**
   Advanced course in symbolic logic. Students without a mathematical background are encouraged to first take PHIL 1001.

   **PHIL 3151 Environmental Ethics (4)**
   Philosophical conceptions of nature and the environment, and human responsibilities towards it, drawn from different historical and cultural traditions.

   **PHIL 3152 Biomedical Ethics (4)**
   Ethical issues in biology and medicine, such as euthanasia, abortion, truth-telling, genetic engineering, cloning, distribution of medical resources.

   **PHIL 3153 Biology and Ethics (4)**
   Conceptual and ethical issues arising from new developments in biology. Topics may include cloning, genetic engineering, biodiversity, the evolution/creation debate.

   **PHIL 3216 Philosophy and Science Fiction (4)**
   Philosophical views about topics contained implicitly in science fiction writing and film.
PHIL 3321 Philosophy of the Human Sciences (4)
Philosophical study of theories, methods and problems in the social and behavioral sciences. May be repeated once for credit when content varies, for a maximum of 8 units.

PHIL 3222 Philosophy of Science (4)
The nature of scientific explanation, scientific methods, and conceptual revolutions in science.

PHIL 3341 Philosophy of Cognition and Artificial Intelligence (4)
Philosophical study of the nature of cognition and of human and machine intelligence. Explores such questions as: "What is thinking?" "What is intelligence?" "Can computers understand ordinary language?" Recent trends and prospects of the quest for truly intelligent machines.

PHIL 3335 Science, Technology and Values (4)

b. Service to Other Programs

The following courses in the Philosophy of Science serve other programs:

PHIL 3335 Science, Technology Values is required for the new Science Education options in Biology and Biochemistry, Chemistry, and Physics. This course was designed to help future K-12 science teachers to think more deeply about the epistemological and ethical issues in science, and the implications for scientific and technological advances for society.

PHIL 3335 is also an optional course in the Community Health option in the Health Sciences degree.

PHIL 3151 Environmental Ethics counts for credit in both the Environmental Studies and Environmental Science degree programs.

We really have to stretch our available resources, mostly through lecturer faculty, to offer these required courses. Regular faculty members have also stretched their areas of expertise to offer these courses. These courses would be strengthened by being taught by someone with more specific expertise in the area of Philosophy of Science.

c. STEM Initiative and Scientific Literacy

One key to the STEM initiative on our campus is the critical thinking about scientific practice (working through epistemological questions related to science) and the ethical concerns that scientific practice raises (questions about what we should do, not just about what we can do). We need a regular faculty member on our campus to bridge the natural
4. If student demand is a key driver of this position, please analyze student demand over the past 5 years and how this position will help meet that need. Additionally, please describe how this position will impact the availability of part-time funds? Can the department afford a full-time hire, while maintaining a sufficient number of part-time lecturers to meet demand?

Many of the courses listed above are already very popular with students, when they are offered. As majors in the Sciences, Environmental Studies/Science, Nursing, and Medicine expand and student interest in these fields more generally increases, the demand for courses in Philosophy of Science and Ethics related to science should increase as well. This tenure track hire would be able to take the lead in the courses supporting these majors, provide the necessary expertise, and shape new curricula as these fields change. It seems as though the University needs a faculty member with this expertise, and not only the Philosophy Department.

The faculty member would replace lecturers in courses where we are heavily reliant on lecturer faculty.

5. Does the department/school have a strong reputation and can it be made one of the strongest in the region/country by the addition/replacement of one or more faculty members?

Philosophy programs by their nature are relatively small, even at elite colleges. With only 3.25 regular faculty in headcount, we actually have a comparatively large number of Philosophy majors (averaging over 40 majors a year over the last four years). Our strength has been in placing students in graduate and professional programs. However, filling this curricular gap in our field is necessary for us to retain our success in placing our majors in graduate and professional programs.

For students interested in Philosophy coming from local community colleges, we have a reputation for having the personal touch, excellent major advising, and producing high quality graduates that enter graduate and professional schools at a high rate. Of the twenty-nine undergraduate majors that have graduated since 2009, at least four of them have entered Master’s degree programs at San Francisco State and at CSU East Bay (two in Philosophy, one in Public Administration, and one in Linguistics). And, we have many more alumni from our program in graduate and professional schools currently or who have secured post-graduate degrees. Please see our “Alumni Profiles” page on our Department website, [http://class.csueastbay.edu/philosophy/Alumni_Profiles.php](http://class.csueastbay.edu/philosophy/Alumni_Profiles.php), to read about many of our success stories.

Of the requested hire, we would expect not only a continuation of this student-focused perspective, but a strong research agenda that will strengthen the department’s reputation in the areas of science and ethics, while also enhancing the university’s reputation in the STEM initiative through collaborations across departments and colleges.
Please describe briefly;

6. Faculty Composition.
   a. The number of faculty in your department who have left, retired, or are in the FERP program over the last five years; and the dates of those events (a retirement does not automatically justify a replacement.)

   Dr. Marek Bielecki, full professor, began his FERP in Fall, 2012. He has previously taught some of the Philosophy of Science courses.

   Dr. Russ Abrams, a long-time lecturer who has consistently taught a full load of courses, retired at the end of Winter quarter 2011. Dr. Abrams is one of the faculty members who taught some of the Philosophy of Science courses.

   Dr. Craig Derksen, who was our lecturer faculty who had taught most of the Philosophy of Science course offerings since Fall 2006 lost work due to the budget crisis at end of Winter quarter 2010. He is no longer available to re-hire.

   Dr. Paul Bassen completed his FERP at the end of the 2008-2009 Academic Year.

   Drs. Terrence Kelly and Dr. Roberta Millstein, both mid-career Associate Professors, separated from the University at the end of Spring 2006. Dr. Millstein was our previous expert in Philosophy of Science and left to take a position at UC Davis.

   b. The ratio of tenured/tenure-track faculty to total FTEF in your department

   In 2011 the ratio was 3.5 TT faculty FTEF to 5.8 total FTEF. (2012 data not yet available.)

   c. Why a tenured/tenure-track faculty position is needed over a full or part-time instructor.

   A tenure-track faculty member is required to co-ordinate collaborations with other departments and colleges with the growing need for STEM education.

   There is no one faculty member in this critical area to develop new courses, maintain and promote these courses in the major/ minor or advise students about graduate work in this area. Lecturers are currently teaching many of these courses, and some tenured and tenure track faculty members are stretching their areas to expertise to accommodate majors and the needs of our programs. Since this is a more specialized field within philosophy, it is difficult to staff these courses with part-time faculty. Thus, not only is a tenure-track hire in this area a critical need for Philosophy’s program, it would also reduce Philosophy’s reliance on lecturers and improve the quality of instruction. We have so many courses in
this area, including freshman cluster courses, that even with a tenure track faculty member, we will still devote some of lecturer faculty to teach in this area.

d. The number of majors and the ratio of majors to tenured/tenure-track faculty in your department.

Majors = 32 (+10 Minors) / TT Faculty = 3.25
* Note: One third of Dr. Jennifer Eagan’s teaching time is assigned to Public Affairs and Administration, and Dr. Marek Bielecki is FERPing at half time, combining to represent the fraction

e. Department/School SFR as compared to the College SFR.
Department SFR in Fall:  
2008 = 25.4 / College SFR = 21.7  
2009 = 27.6 / College SFR = 24.7  
2010 = 31.2 / College SFR = 28.7  
2011 = 26.1 / College SFR = 24.7  
2012 = (31-35) / Data unavailable

In addition to consistently exceeding the College SFR, we would also like to note that our average SFR since our last five-year review has been about the same number at 27.5. When compared with other Philosophy departments in the CSU system, our SFR compares positively. Ignoring the programs with significantly more faculty or strong graduate components, only Domínguez Hills and San Marcos have higher SFRs over the past five years. Fresno and Santa Barbara are about equal with us, while Humboldt, Northridge, Sonoma, and Stanislaus (which also has a graduate program) all have lower SFRs than us. We are doing very well by this measure when compared to departments of similar size to our own, and could do even better with the addition of more tenure-stream faculty.

f. The need in the context of your five-year hiring plan. (Each Department must have a 5-year hiring plan in place before a new faculty request will be considered. The 5-year plan must emphasize which sub-disciplines within the department are designated as distinctive, and necessitate a T/TT faculty)

The need for this position was chronicled in Philosophy’s most recent 5-Year Review (2006-2007), and we have requested this position at every opportunity since. Our outside reviewer, Rita Manning from San Jose State made the following statement in her report:

The department urgently needs to hire additional tenure track faculty. I would suggest that the department hire at least 2 tenure track faculty members in the immediate future and look for another 1 or 2 in the next couple of years. I would endorse the department plan of hiring initially in the fields of philosophy of science, and religious studies [...] Other areas that are urgently in need of tenure track hires are history of philosophy, metaphysics and epistemology, logic, and ethics.
Since Dr. Manning’s report, we did successfully hire a tenure track faculty member in Religious Studies, but our FERPing faculty member, Dr. Bassen, ended his service in Spring 2009. As a result, the Department remains at a regular faculty headcount of 3.75.

In his MOU, then-provost Michael Mahoney acknowledged the new hire in Religious Studies and stated: “The Department is encouraged to request additional tenure track positions to help build a diverse cohort of junior faculty.”

Our request for this same position last year was “recommended” to Academic Affairs.

7. Curriculum
   a. The percentage of teaching in your department which satisfies general education requirements

Effectively 100%. Philosophy participates in seven freshman clusters, is one of only two departments (the other is Psychology) offering the A3 Critical Thinking requirement, and the majority of its upper division offerings in Philosophy fulfill the C4 Upper Division Humanities requirement. Philosophy offers four courses that satisfy both the C4 and Cultural Group and Women requirement.

   b. Will online teaching and/or teaching at another campus site (i.e. Oakland/Concord) be a requirement of this position?

Teaching online or at other campus sites will be an option for this position, but not a specific requirement. Faculty can always be asked to teach at the Concord campus as part of their regular teaching duties.

   c. Does the position represent a central component of a CSU, East Bay’s student’s education? How?

This position will provide expertise and leadership in the area of thinking critically and ethically about science. STEM is a central component of the CSUEB’s plan for the future. Please also see the references to the University’s mission statement and strategic goals in #2 above.

8. Scholarship/New Sources of Revenue
   a. Address the potential for scholarly success.

Particularly in the US, Philosophy of Science is a lively and active field in Philosophy. There are numerous conferences and journals devoted to Philosophy of Science. Over the past 40 years, Philosophy of Science has become probably the most central sub-field in the discipline of Philosophy in the US.

Renewing retiring faculty with younger scholars provides new energy and enthusiasm to engage emergent research and scholarship.

   b. Address the potential for external/internal support for scholarship.
Of all the sub-fields within the field of Philosophy, particularly in applied ethics (like Bioethics and Environmental Ethics) and with the push for values in STEM Education, this sort of position is the best posed to seek external funding. The National Science Foundation regularly sends calls for grant opportunities for academic faculty working on the values side of scientific practice, including those working in ethics and ethics education. An interdisciplinary team from our campus with our student population would be well-poised to get one of these grants. Funding for STEM-related projects bridging the sciences and humanities is widely available.

c. Is a replacement critical to the scholarly/research/creative efforts of units both in- and outside of the department or college? Does the position have the support of other colleges?

Not only does this position fill a critical curricular gap in our major curriculum, it also fills a void of expertise related to disciplines, such as technology innovation and entrepreneurship, and ethics in various scientific fields.

We anticipate that colleagues across the university in the areas of science, medicine, the environment, technology, and even business and entrepreneurship would like a thinking partner (both in terms of research and curricular/pedagogical issues) contributing to the epistemological and ethical issues related to their fields.

d. What has the unit done to maximize its current resources (i.e., to help itself?) over the past five years?

The Philosophy Department has been reasonably successful fulfilling our mission with fewer available resources. We have raised the caps on many of our courses by faculty vote, including raising many of our Freshman cluster courses from 30 to 45, and all of our upper division course caps to 35, even courses that are designated as seminars. In Fall 2010, all of our courses were filled to capacity with overages, and in Fall 2011, all but one cluster courses was filled to capacity. This recent trend has continued in Fall 2012, with all courses filled. We lost our fulltime staff member in January 2010, was restored with a halftime staff member as of August 2010, and is now served by a Staffing Center shared with 3 other departments. Faculty have been fulfilling our mission to our students (not only our majors and minors, but also our Freshman and General Education students) by taking on extra work in the form of more students in each class and in offering more of our time for office hours, advising, and independent studies to meet student need. However, with the recent rounds of budget cuts, we lost three key lecturer faculty in Spring 2010 who shared in these duties, including the lecturer faculty member who was the most qualified to teach the courses in Philosophy of Science and Science and Ethics. We have been hard pressed to replace his expertise from within a lecturer pool, thus further prompting the need for a tenure-track member specialized in the field.

e. Has the department raised funds effectively from external sources? Has it worked effectively with external agencies and constituencies?
Philosophy is not a discipline that is eligible for many external funding sources. However, we have had five grant proposals for external funding submitted through OSRP in the last three years. One was written by a lecturer covering many of our offerings in the Philosophy of Science, and was not funded. The other four were authored by Dr. Moreman, of which one was funded and one remains outstanding.

The Philosophy Department has been successful in creating recruitment networks with our regional Community College partners and with our Masters granting CSUs, San Francisco State and San Jose State. We have several former majors currently studying at these institutions.

The Department has also forged connections with a number of local religious organizations, some of which have sent representatives to speak to students on a range of issues.

9. Recruitment:
   a. How will your department ensure that hiring is performed with the diversity goals of the University in mind?

   The Philosophy Department will work closely with the DELO and make sure that the position is broadly advertised both in the discipline’s premier job search publication, “Jobs for Philosophers” published by the American Philosophical Association, and in publications, websites, social networking groups, and e-mail list serves of women and people of color with Ph.D.s in Philosophy. The diversity of the pool and of our students will be a consideration in the search. With the hiring of an African-American faculty member, we have diversified both our curriculum and the profiles of our majors. Our majors as a whole are significantly less male and white than previously, and I think that having an African-American faculty member is a contributor to this trend. We have steadily been diversifying our course offerings, our faculty, and students taking our classes, and we would like to see this trend to continue. Two of our current faculty members are well connected to networks devoted to women and people of color in philosophy, and will use those to promote the position announcement. Philosophy is not traditionally a diverse field, and its gender/race composition looks more like engineering than a discipline in the Humanities, that makes diverse hiring practices challenging, but all the more important.

   b. Is there a pressing need for a senior hire (tenured), either to ensure excellence or fill a leadership role?

   No, a junior faculty member is appropriate for this position.

   c. Can you collaborate with another department on advertising or other costs of recruitment?

   Because the department is highly motivated to get a faculty member in this area of expertise, advertising and recruitment will be handled by the department. In fact, we have a commitment of help with recruiting from our former faculty member, Dr. Roberta
Millstein, who now has a position at UC Davis, knows our institution well, and is well connected in Philosophy of Biology and Science academic circles. However, since both Environmental Studies/Science and the College of Science will benefit directly from the hiring of this faculty member, the Philosophy Department would welcome any help in recruiting and welcome their participation in the search.
New Faculty Justification: Department of Philosophy
(2011-2012)

Assistant Professor, Philosophy of Science, with a competency in Science and Ethics

Justification:


AOS: Philosophy of Science
AOC: Science and Ethics (particularly in the field of Biology) and/or Philosophy of Technology, and/or Environmental Ethics preferred

This faculty member would teach courses in the Philosophy major (listed below in this proposal) that delve into issues of bioethics, such as cloning, stem cell research, the environment, abortion, and euthanasia. These issues are of vital concern to all citizens. These courses do not only serve Philosophy majors. Environmental Ethics also serves Environmental Studies and Environmental Science majors. The course Science, Technology Values is required for the new Science Education options in Biology and Biochemistry, Chemistry, and Physics and serves the Community Health option in the Health Sciences degree. This faculty would also do research in these areas which would strengthen the University's commitment to the STEM disciplines, and would be well poised to apply for grants.

11. How does this position help the department meet its strategic goals, those of the College, and those of the University?

The University’s new mission statement supports “learning experiences that prepare students [...] to be socially responsible contributors to society.” This position would be crucial for helping students generate the kind of critical and ethical thinking necessary to accompany new scientific discovery and technological advances.

The Eight Shared Strategic Commitments include the value to: “Contribute to a sustainable planet through our academic programs, university operations, and individual behavior.” A faculty member in this position would help illuminate issues of vital concern for sustainability, both to science and to all of us as global citizens, issues such as climate change, genetically modified food, and the implications of use of new medical technology.

This could be an area of growth for the Philosophy Department that could draw new students to campus who are interested in the philosophy and ethics of science and
technology. This area also compliments students in the sciences who may choose to double major or minor, giving them both a background in the humanities and a foundation for thinking about ethical issues.

12. What are the three most pressing needs to be filled by this position? Curricular gaps? Student Demand? Accreditation requirements? Other?

a. **Curricular Gap**

The Philosophy Department currently offers the following courses in or related to Philosophy of Science:

**PHIL 1102 Issues in Environmental Ethics** (4) Freshman Cluster Course
Critical examination of ethical issues in environmental philosophy. Topics may include: the impact of human activity on environmental systems, climate change, loss of biodiversity, sustainable practices, and intergenerational justice. *Not open to students with credit for PHIL 1101, 1103 or 1104.*

**PHIL 1104 The Philosophy of Environmental Science and Policy** (4) Freshman Cluster Course
Study of issues related to the morality and justification of environmental science as a source of knowledge and guide to human action. Topics include: scientific disagreement, whose interests should concern us, and what should influence our evaluation of government policies. *Not open to students with credit for PHIL 1101, 1102 or 1103.*

**PHIL 3002 Modern Logic** (4)
Advanced course in symbolic logic. Students without a mathematical background are encouraged to first take PHIL 1001.

**PHIL 3151 Environmental Ethics** (4)
Philosophical conceptions of nature and the environment, and human responsibilities towards it, drawn from different historical and cultural traditions.

**PHIL 3152 Biomedical Ethics** (4)
Ethical issues in biology and medicine, such as euthanasia, abortion, truth-telling, genetic engineering, cloning, distribution of medical resources.

**PHIL 3153 Biology and Ethics** (4)
Conceptual and ethical issues arising from new developments in biology. Topics may include cloning, genetic engineering, biodiversity, the evolution/creation debate.

**PHIL 3216 Philosophy and Science Fiction** (4)
Philosophical views about topics contained implicitly in science fiction writing and film.

**PHIL 3321 Philosophy of the Human Sciences** (4)
Philosophical study of theories, methods and problems in the social and behavioral sciences. *May be repeated once for credit when content varies, for a maximum of 8 units.*
PHIL 3222 *Philosophy of Science* (4)
The nature of scientific explanation, scientific methods, and conceptual revolutions in science.

PHIL 3341 *Philosophy of Cognition and Artificial Intelligence* (4)
Philosophical study of the nature of cognition and of human and machine intelligence. Explores such questions as: "What is thinking?" "What is intelligence?" "Can computers understand ordinary language?" Recent trends and prospects of the quest for truly intelligent machines.

PHIL 3335 *Science, Technology and Values* (4)

b. **Service to Other Programs**

The following courses in the Philosophy of Science serve other programs:

PHIL 3335 *Science, Technology Values* is required for the new Science Education options in Biology and Biochemistry, Chemistry, and Physics. This course was designed to help future K-12 science teachers to think more deeply about the epistemological and ethical issues in science, and the implications for scientific and technological advances for society.

PHIL 3335 is also an optional course in the Community Health option in the Health Sciences degree.

PHIL 3151 *Environmental Ethics* counts for credit in both the Environmental Studies and Environmental Science degree programs.

We really have to stretch our available resources, mostly through lecturer faculty, to offer these required courses. Regular faculty members have also stretched their areas of expertise to offer these courses. These courses would be strengthened by being taught by someone with more specific expertise in the area of Philosophy of Science.

c. **STEM Initiative and Scientific Literacy**

One key to the STEM initiative on our campus is the critical thinking about scientific practice (working through epistemological questions related to science) and the ethical concerns that scientific practice raises (questions about what we *should* do, not just about what we *can* do). We need a regular faculty member on our campus to head up the Humanities side of the STEM conversation, and Philosophy is the clear choice of discipline to take the lead.
13. If student demand is a key driver of this position, please analyze student demand over the past 5 years and how this position will help meet that need. Additionally, please describe how this position will impact the availability of part-time funds? Can the department afford a full-time hire, while maintaining a sufficient number of part-time lecturers to meet demand?

As majors in the Sciences, Environmental Studies/Science, Nursing, and Medicine expand and student interest in these fields more generally increases, the demand for courses in Philosophy of Science and Ethics related to science should increase as well. This tenure track hire would be able to take the lead in the courses supporting these majors, provide the necessary expertise, and shape new curricula as these fields change. It seems as though the University needs a faculty member with this expertise, and not only the Philosophy Department. The faculty member would replace lecturers in courses where we are heavily reliant on lecturer faculty.

14. Does the department/school have a strong reputation and can it be made one of the strongest in the region/country by the addition/replacement of one or more faculty members?

Philosophy programs by their nature are relatively small, even at elite colleges. With only 3.75 regular faculty in headcount, we actually have a large number of Philosophy majors (approximately 48 by the department’s count). Our strength has been in placing students in graduate and professional programs. However, filling this curricular gap in our field is necessary for us to retain our success in placing our majors in graduate and professional programs.

However, for students interested in Philosophy coming from local community colleges, we have a reputation for having the personal touch, excellent major advising, and producing high quality graduates that enter graduate and professional schools at a high rate. Of the nine undergraduate majors graduating in 2009, three of them entered Master’s degree programs at San Francisco State (two in Philosophy and one in Linguistics). And, we have many more alumni from our program in graduate and professional schools currently or who have secured post-graduate degrees. Please see our “Alumni Profiles” page on our Department website, http://class.csueastbay.edu/philosophy/Alumni_Profiles.php, to read about many of our success stories.

Please describe briefly;

15. Faculty Composition.
   a. The number of faculty in your department who have left, retired, or are in the FERP program over the last five years; and the dates of those events (a retirement does not automatically justify a replacement.)

Dr. Craig Derksen, who was our lecturer faculty who had taught most of the Philosophy of Science course offerings since Fall 2006 lost work due to the budget crisis at end of Winter quarter 2010. He is no longer available to re-hire.
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b. The ratio of tenured/tenure-track faculty to total FTEF in your department.

In 2009 the ratio was 3.1 TT faculty FTEF to 7.7 total FTEF. (2010 data not yet available.)

c. Why a tenured/tenure-track faculty position is needed over a full or part-time instructor.

There is no one faculty member in this critical area to develop new courses, maintain and promote these courses in the major/minor or advise students about graduate work in this area. Lecturers are currently teaching many of these courses, and some tenured and tenure track faculty members are stretching their areas to expertise to accommodate majors and the needs of our programs. Since this is a more specialized field within philosophy, it is difficult to staff these courses with part-time faculty. Thus, not only is a tenure-track hire in this area a critical need for Philosophy’s program, it would also reduce Philosophy’s reliance on lecturers and improve the quality of instruction. We have so many courses in this area, including freshman cluster courses, that even with a tenure track faculty member, we will still need lecturer faculty to teach in this area.

d. The number of majors and the ratio of majors to tenured/tenure-track faculty in your department.

Majors = 48 / TT Faculty = 3.75
* Note: One third of Dr. Jennifer Eagan’s teaching time is assigned to Public Affairs and Administration, so she represents the fraction.

e. Department/School SFR as compared to the College SFR.

Department SFR in Spring 2009 = 27.6/ College SFR = 31
* Note: Philosophy’s SFR has gone up in Fall 2010. Our SCU per Unit in Fall 2010 = 33.3

f. The need in the context of your five-year hiring plan. (Each Department must have a 5-year hiring plan in place before a new faculty request will be considered. The 5-year plan must emphasize which sub-disciplines within the department are designated as distinctive, and necessitate a T/TT faculty).
The need for this position was chronicled in Philosophy’s most recent 5-Year Review (2006-2007), and we have requested this position at every opportunity since. Our outside reviewer, Rita Manning from San Jose State made the following statement in her report:

   The department urgently needs to hire additional tenure track faculty. I would suggest that the department hire at least 2 tenure track faculty members in the immediate future and look for another 1 or 2 in the next couple of years. I would endorse the department plan of hiring initially in the fields of philosophy of science, and religious studies ... Other areas that are urgently in need of tenure track hires are history of philosophy, metaphysics and epistemology, logic, and ethics.

Since Dr. Manning’s report, we did successfully hire a tenure track faculty member in Religious Studies, but our FERPing faculty member, Dr. Bassen, ended his service in Spring 2009. As a result, the Department remains at a regular faculty headcount of 3.75.

In his MOU, then-provost Michael Mahoney acknowledged the new hire in Religious Studies and stated: “The Department is encouraged to request additional tenure track positions to help build a diverse cohort of junior faculty.”

16. Curriculum
   a. The percentage of teaching in your department which satisfies general education requirements

Effectively 100%. Philosophy participates in seven freshman clusters, is one of only two departments (the other is Psychology) offering the A3 Critical Thinking requirement, and the majority of its upper division offerings in Philosophy fulfill the C4 Upper Division Humanities requirement. Philosophy offers four courses that satisfy both the C4 and Cultural Group and Women requirement.

   b. Will online teaching and/or teaching at another campus site (i.e. Oakland/Concord) be a requirement of this position?

Teaching online or at other campus sites will be an option for this position, but not a specific requirement. Faculty can always be asked to teach at the Concord campus as part of their regular teaching duties.

   c. Does the position represent a central component of a CSU East Bay’s student’s education? How?

This position will provide expertise and leadership in the area of thinking critically and ethically about science. Please see the references to the University’s value and visions statements in #2.

17. Scholarship/New Sources of Revenue
   a. Address the potential for scholarly success.
Particularly in the US, Philosophy of Science is a lively and active field in Philosophy. There are numerous conferences and journals devoted to Philosophy of Science. Over the past 40 years, Philosophy of Science has become probably the most central sub-field in the discipline of Philosophy in the US.

b. Address the potential for external/internal support for scholarship.

Of all the sub-fields within the field of Philosophy, particularly in applied ethics (like Bioethics and Environmental Ethics) and with the push for values in STEM Education, this sort of position is the best posed to seek external funding. The National Science Foundation regularly sends calls for grant opportunities for academic faculty working on the values side of scientific practice, including those working in ethics and ethics education. An interdisciplinary team from our campus with our student population would be well-poised to get one of these grants.

c. Is a replacement critical to the scholarly/research/creative efforts of units both in- and outside of the department or college? Does the position have the support of other colleges?

Not only does this position fill a critical curricular gap in our major curriculum, it also fills a void of expertise related to disciplines, such as technology innovation and entrepreneurship, and ethics in various scientific fields.

We anticipate that colleagues across the university in the areas of science, medicine, the environment, technology, and even business and entrepreneurship would like a thinking partner (both in terms of research and curricular/ pedagogical issues) contributing to the epistemological and ethical issues related to their fields.

d. What has the unit done to maximize its current resources (i.e., to help itself?) over the past four years?

The Philosophy Department has been reasonably successful fulfilling our mission with fewer available resources. We have raised the caps on many of our courses by faculty vote, including raising many of our Freshman cluster courses from 30 to 45, and all of our upper division course caps to 35, even courses that are designated as seminars. In Fall 2010, all of our courses were filled to capacity with overages, and in Fall 2011, all but one cluster courses was filled to capacity. We lost our fulltime staff member in January 2010, was restored with a halftime staff member as of August 2010, and is now served by a Staffing Center shared with 3 other departments. Faculty have been fulfilling our mission to our students (not only our majors and minors, but also our Freshman and General Education students) by taking on extra work in the form of more students in each class and in offering more of our time for office hours, advising, and independent studies to meet student need. However, with the recent rounds of budget cuts, we lost three key lecturer faculty in Spring 2010 who shared in these duties, including the lecturer faculty member who was the most qualified to teach the courses in Philosophy of Science and Science and Ethics. We will be
hard pressed to replace his expertise with another lecturer faculty member of the same caliber.

e. Has the department raised funds effectively from external sources? Has it worked effectively with external agencies and constituencies?

Philosophy is not a discipline that is eligible for many external funding sources. However, we have had two grant proposals for external funding submitted through OSRP in the last two years. One was written by a lecturer covering many of our offerings in the Philosophy of Science, and was not funded. The other, authored by Dr. Moreman, has been funded.

The Philosophy Department has been successful in creating recruitment networks with our regional Community College partners and with our Masters granting CSUs, San Francisco State and San Jose State. We have several former majors currently studying at these institutions.

18. Recruitment:

d. How will your department ensure that hiring is performed with the diversity goals of the University in mind?

The Philosophy Department will work closely with the DELO and make sure that the position is broadly advertised both in the discipline’s premier job search publication, “Jobs for Philosophers” published by the American Philosophical Association, and in publications, websites, social networking groups, and e-mail list services of women and people of color with Ph.D.s in Philosophy. The diversity of the pool and of our students will be a consideration in the search. With the hiring of an African-American faculty member, we have diversified both our curriculum and the profiles of our majors. Our majors as a whole are significantly less male and white than previously, and I think that having an African-American faculty member is a contributor to this trend. We have steadily been diversifying our course offerings, our faculty, and students taking our classes, and we would like to see this trend to continue. Two of our current faculty members are well connected to networks devoted to women and people of color in philosophy, and will use those to promote the position announcement. Philosophy is not traditionally a diverse field, and its gender/ race composition looks more like engineering than a discipline in the Humanities, that makes diverse hiring practices challenging, but all the more important.

e. Is there a pressing need for a senior hire (tenured), either to ensure excellence or fill a leadership role?

No, a junior faculty member is appropriate for this position.

f. Can you collaborate with another department on advertising or other costs of recruitment?

Because the department is highly motivated to get a faculty member in this area of expertise, advertising and recruitment will be handled by the department. In fact, we have
a commitment of help with recruiting from our former faculty member, Dr. Roberta Millstein, who now has a position at UC Davis, knows our institution well, and is well connected in Philosophy of Biology and Science academic circles. However, since both Environmental Studies/Science and the College of Science will benefit directly from the hiring of this faculty member, the Philosophy Department would welcome any help in recruiting and welcome their participation in the search.
New Faculty Justification: Department of Philosophy
(2010-2011)

Assistant Professor, Philosophy of Science, with a competency in Science and Ethics

Justification:


AOS: Philosophy Science
AOC: Science and Ethics (particularly in the field of Biology) and Philosophy of Technology, and/or Environmental Ethics preferred

This faculty member would teach courses in the Philosophy major (listed below in this proposal) that delve into issues of bioethics, such as cloning, stem cell research, the environment, abortion, and euthanasia. These issues are of vital concern to all citizens. These courses do not only serve Philosophy majors. Environmental Ethics also serves Environmental Studies and Environmental Science majors. The course Science, Technology Values is required for the new Science Education options in Biology and Biochemistry, Chemistry, and Physics and serves the Community Health option in the Health Sciences degree. This faculty would also do research in these areas which would strengthen the University's commitment to the STEM disciplines, and would be well poised to apply for grants.

20. How does this position help the department meet its strategic goals, those of the College, and those of the University?

The University’s value statement includes this statement, “[w]e value critical and creative thinking, effective communication, ethical decision-making, and multi-cultural competence.” This position would be crucial for helping students generate the kind of critical and ethical thinking necessary to accompany scientific discovery and technological advances.

Part of the University’s vision statement claims a “[d]edication to open-minded inquiry, especially with regard to major social and global issues.” A faculty member in this position would help illuminate issues of vital concern both to science and to all of us as global citizens, issues such as climate change, genetically modified food, and the implications of use of new medical technology.
This could be an area of growth for the Philosophy Department that could draw new students to campus who are interested in the philosophy and ethics of science and technology. This area also compliments students in the sciences who may choose to double major or minor, giving them both a background in the humanities and a foundation for thinking about ethical issues.

21. What are the three most pressing needs to be filled by this position? Curricular gaps? Student Demand? Accreditation requirements? Other?

   a. Curricular Gap
   The Philosophy Department currently offers the following courses in or related to Philosophy of Science:

   PHIL 1102 Issues in Environmental Ethics (4) Freshman Cluster Course
   Critical examination of ethical issues in environmental philosophy. Topics may include: the impact of human activity on environmental systems, climate change, loss of biodiversity, sustainable practices, and intergenerational justice. Not open to students with credit for PHIL 1101, 1103 or 1104.

   PHIL 1104 The Philosophy of Environmental Science and Policy (4) Freshman Cluster Course
   Study of issues related to the morality and justification of environmental science as a source of knowledge and guide to human action. Topics include: scientific disagreement, whose interests should concern us, and what should influence our evaluation of government policies. Not open to students with credit for PHIL 1101, 1102 or 1103.

   PHIL 3002 Modern Logic (4)
   Advanced course in symbolic logic. Students without a mathematical background are encouraged to first take PHIL 1001.

   PHIL 3151 Environmental Ethics (4)
   Philosophical conceptions of nature and the environment, and human responsibilities towards it, drawn from different historical and cultural traditions.

   PHIL 3152 Biomedical Ethics (4)
   Ethical issues in biology and medicine, such as euthanasia, abortion, truth-telling, genetic engineering, cloning, distribution of medical resources.

   PHIL 3153 Biology and Ethics (4)
   Conceptual and ethical issues arising from new developments in biology. Topics may include cloning, genetic engineering, biodiversity, the evolution/creation debate.

   PHIL 3216 Philosophy and Science Fiction (4)
   Philosophical views about topics contained implicitly in science fiction writing and film.
PHIL 3321 *Philosophy of the Human Sciences* (4)
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b. **Service to Other Programs**

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We really have to stretch our available resources, mostly through lecturer faculty, to offer these required courses. Regular faculty members have also stretched their areas of expertise to offer these courses. These courses would be strengthened by being taught by someone with more specific expertise in the area of Philosophy of Science.

c. **STEM Initiative and Scientific Literacy**

One key to the STEM initiative on our campus is the critical thinking about scientific practice (working through epistemological questions related to science) and the ethical concerns that scientific practice raises (questions about what we *should* do, not just about what we *can* do). In his 2009 Fall Convocation Address, in response to a question about the
nature of the STEM Initiative, President Qayoumi highlighted the role of the Humanities, and specifically Philosophy, in ethical concerns in science, such as stem cell research. “Those are the kind of things that I hope our Humanities courses would look into. And those should be part of the discussion. So when I talk about technology it does not mean that we leave all of those other elements, actually the importance of those elements becomes even more than what we have looked at in the past.”


We need a regular faculty member on our campus to head up the Humanities side of the STEM conversation, and Philosophy is the clear choice of discipline to take the lead.

22. If student demand is a key driver of this position, please analyze student demand over the past 5 years and how this position will help meet that need. Additionally, please describe how this position will impact the availability of part-time funds? Can the department afford a full-time hire, while maintaining a sufficient number of part-time lecturers to meet demand?

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23. Does the department/school have a strong reputation and can it be made one of the strongest in the region/country by the addition/replacement of one or more faculty members?

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Please describe briefly;

24. Faculty Composition.
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   d. The number of majors and the ratio of majors to tenured/tenure-track faculty in your department.

Majors = 48 (This is the IRA count from 2009; the Department count as of Fall 2010 is 52)/
TT Faculty = 3.75
* Note: One third of Dr. Jennifer Eagan's teaching time is assigned to Public Affairs and Administration, so she represents the fraction.
e. Department/School SFR as compared to the College SFR.

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The need for this position was chronicled in Philosophy’s most recent 5-Year Review (2006-2007), and we have requested this position at every opportunity since. Our outside reviewer, Rita Manning from San Jose State made the following statement in her report:

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   a. Address the potential for scholarly success.

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   b. Address the potential for external/internal support for scholarship.

Of all the sub-fields within the field of Philosophy, particularly in applied ethics (like Bioethics and Environmental Ethics) and with the push for values in STEM Education, this sort of position is the best posed to seek external funding. For example, the NSF is planning to solicit new grant proposals in December 2010 for the Ethics Education in Science and Engineering Program (EESE), which provides funds to teams of academic faculty, including those working in ethics and ethics education. An interdisciplinary team from our campus with our student population would be well-poised to get one of these grants.

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No, a junior faculty member is appropriate for this position.
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# Philosophy

## A. Students Headcount

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<td>Total Number of Majors</td>
<td>40</td>
<td>48</td>
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## B. Degrees Awarded

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<td>Undergraduate</td>
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<td>Total</td>
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## C. Faculty

### Tenured/Track Headcount

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<tbody>
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<td>Full-Time</td>
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<td>Part-Time</td>
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<td>Total Tenure Track</td>
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<td>4</td>
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<tr>
<td>% Tenure Track</td>
<td>40.0%</td>
<td>40.0%</td>
<td>66.7%</td>
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### Lecturer Headcount

<table>
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<td>2</td>
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<tr>
<td>Part-Time</td>
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<td>0</td>
<td>5</td>
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<tr>
<td>Total Non-Tenure Track</td>
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<td>6</td>
<td>2</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>% Non-Tenure Track</td>
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<td>60.0%</td>
<td>33.3%</td>
<td>63.6%</td>
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<tr>
<td>Grand Total All Faculty</td>
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### Instructional FTE Faculty (FTEF)

<table>
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<tr>
<td>Tenured Track FTEF</td>
<td>3.4</td>
<td>3.1</td>
<td>3.3</td>
<td>3.5</td>
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<tr>
<td>Lecturer FTEF</td>
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<td>4.6</td>
<td>1.8</td>
<td>2.3</td>
<td>2.1</td>
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<tr>
<td>Total FTEF</td>
<td>6.8</td>
<td>7.7</td>
<td>5.1</td>
<td>5.8</td>
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### Lecturer Teaching

<p>| | | | | | |</p>
<table>
<thead>
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<th></th>
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<tr>
<td>FTES Taught by Tenure/Track</td>
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<td>73.6</td>
<td>85.1</td>
<td>74.9</td>
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<tr>
<td>% of FTES Taught by Tenure/Track</td>
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<td>34.8%</td>
<td>53.1%</td>
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<tr>
<td>FTES Taught by Lecturer</td>
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<td>137.9</td>
<td>75.2</td>
<td>76.5</td>
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<tr>
<td>% of FTES Taught by Lecturer</td>
<td>64.8%</td>
<td>65.2%</td>
<td>46.9%</td>
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<td>Total FTES taught</td>
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<td>211.5</td>
<td>160.3</td>
<td>151.5</td>
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<tr>
<td>Total SCU taught</td>
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<td>3172.0</td>
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<td>2272.0</td>
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### D. Student Faculty Ratios

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<th>2011</th>
<th>2012</th>
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</thead>
<tbody>
<tr>
<td>Tenured/Track</td>
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<td>24.0</td>
<td>25.5</td>
<td>21.6</td>
<td>30.8</td>
</tr>
<tr>
<td>Lecturer</td>
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<td>32.4</td>
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<tr>
<td>SFR By Level (All Faculty)</td>
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<td>27.6</td>
<td>31.2</td>
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<tr>
<td>Lower Division</td>
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<td>27.9</td>
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<tr>
<td>Upper Division</td>
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<td>27.3</td>
<td>27.6</td>
<td>22.9</td>
<td>26.0</td>
</tr>
<tr>
<td>Graduate</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>E. Section Size</td>
<td></td>
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<tr>
<td>Number of Sections Offered</td>
<td>25.0</td>
<td>26.0</td>
<td>21.0</td>
<td>18.9</td>
<td>19.0</td>
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Appendix F – Report of Tom Bickley, Library Liaison for Philosophy

The Philosophy students and faculty use the University Library resources well. In response to changes in curriculum and faculty research interests, I maintain the book and media collection via new acquisitions and weeding. The journal databases have rich resources in the areas of Philosophy, with particular use being made of the Philosopher's Index database. Other directly relevant digital resources supporting the program include Academic Search Premier, JSTOR, Google Scholar, GenderWatch and Ethnic NewsWatch. There are relevant topics in other databases as well, e.g., political philosophy available in Political Science Abstracts, bioethics in CINAHL. One area that needs greater support is the field of Religious Studies. As the subject liaison for Philosophy, I wish to examine the needs of the department in relation to the library budget allocations and seek better support, especially for Religious Studies. Resources that support Religious Studies will be used not only by Philosophy majors and students, but by anyone on our campus doing research that overlaps that subject area. That large pool of potential resource users will allow us to advocate for some more budget. One issue that we will need to examine is the allocation of funding between books and journals. Book purchases are a one-time expenditure, whereas journal (and database) subscriptions are a multiple-year commitment. Rather than take a large amount of the book budget and move it to paying for database access, I want to consider curricular needs for books and database/journal access and determine a wise allocation. This needs to occur in conversation with Philosophy and Library faculty, and Library administration. The book purchasing budget for Philosophy for the 2012-2013 academic year is $4,875.
Christopher Moreman, Ph.D.
Department of Philosophy
College of Letters, Arts, and Social Sciences
California State University, East Bay

Dear Dr. Moreman:

The President has approved your appointment as Chair of the Department of Philosophy effective Fall Quarter, 2012. This action is taken after consultation with the Advisory Committee and the Dean of the College. Service as Department Chair is an academic-administrative assignment; under trustee rules, those who serve in academic-administrative assignments serve at the pleasure of the President.

Although this appointment is made for the standard three-year term, it is noted that the department has been strongly encouraged to consider all possibilities of merger with another academic department. It is imperative such a plan be devised and implemented in a timely manner. Therefore, for the first year of the chair appointment, the chair will receive the College’s typical assignment of release time, stipend, and clerical/office support (as determined by the Dean of CLASS). If the department does not devise and approve a merger plan by June 2013, the stipend for the philosophy department chair will be reduced to the stipend of $80 per month, the required minimum stated in the CBA. Clerical support, chair release time, and department S&S funding will be withdrawn.

As you know, department chairs spend many hours and devote a great deal of effort to improve the university. The rewards are primarily the personal satisfaction of building a better department and of providing a better education for our students. We appreciate your willingness to accept this responsibility.

Will you kindly indicate to me your acceptance of these terms by writing directly to this office.

Sincerely,

James L. J. Houpis
Provost and Vice President,
Academic Affairs

JLH:jat
xc: Linda S. Dobb, Interim Associate Provost & University Librarian
Kathleen Rountree, Dean
Advisory Committee, Dept. of Philosophy
Kathy Dulkie, Faculty Contract Specialist, Academic Affairs
Office of Human Resources
Payroll Office
Personnel Action File
TO: Christopher Moreman, Chair  
Philosophy Department  

FROM: Kathleen Rountree, Dean  
College of Letters, Arts and Social Sciences  

RE: Dean’s Response to Philosophy’s 5-Year Review Documents  

May 14, 2013

Five year review: Philosophy  
Dean’s Response, May 14, 2013

Philosophy’s Five-year Review Documents show an engaged program that is strongly committed to its role in the humanities, in university-wide curriculum, and as a major. The University’s Institutional Research data for 2008 to 2012 show that the program had an average of 36 undergraduate majors over the 5 year period (ranging from 28 to 45). The Department generated a total of 171 FTES per quarter on average (ranging from 151 to 211, with about 56% by T/T and 44% by lecturers for 2012). The program was supported by a total of 5.0 FTE Faculty (2.9 T/T and 2.1 lecturers), with an overall SFR of 31.5 in 2012 (a significant increase from 25.4 in 2008). The program offers a B.A. without options, a minor in Philosophy, and contributes to 7 university’s freshmen clusters, and the critical thinking and other requirements of the General Education program.

Philosophy’s self-study shows a number of accomplishments: active curriculum planning and revisions, strong academic achievement by the tenured faculty members that led to tenure and promotion, thoughtful assessment activities with both direct and indirect measures of student learning, and reflective activities in closing the loop, active and increased participation in the freshmen clusters, and a vigorous student philosophy club with public lectures and an active online student publication Reflections. A good proportion of Philosophy graduates move forward to graduate programs, including a PhD program at UC Davis.

Dr. Jennifer Eagan served as the Department Chair up to 2012, and Dr. Christopher Moreman started to serve as the Chair in Fall 2012. Both Chairs provided strong leadership, and made significant contributions to both the Department and beyond. Dr. Eagan received the University’s 2011-2012 Sue Schaefer Faculty Service Award. Dr.
Moreman has been proactive in reviewing the curriculum and exploring various ways to enhance student learning. All regular faculty members in the department actively participate in faculty governance and services by serving various university and college level committees. The faculty has developed a highly functional assessment rubric for assessing student written communication, and a way to involve all faculty members in assessment and improving the program with assessment data and input.

Philosophy’s plan for the next 5 years is reasonable from the departmental perspective. However, it will be challenging to gain approval for numerous faculty positions with a small number of majors and an SFR that, while exceeding the College average, does not meet the College goal in the funding model. However, as funding improves, perhaps this situation will abate. I am also hopeful that the current discussion of the creation of a School of Humanities will flower, and thus will create a fertile environment for the department to work in a more integrative fashion with other humanities programs. A new and exciting general education program, for example, would do much to engender support for positions in the humanities, positions in which faculty would primarily teach non-majors. The department would do well to review Religious Studies enrollments across the CSU and beyond prior to proposing new degrees in this area.

I applaud the department for a positive review process, for its commitment to the students within the program, and its energetic participation in general education and in campus activities.