SAN JOSE STATE UNIVERSITY
PROGRAM PLANNING SELF-STUDY
DEPARTMENT OF PHILOSOPHY, COLLEGE OF HUMANITIES & ARTS

Programs:
B.A. in Philosophy
M.A. in Philosophy

MAY 28, 2010

The enclosed self-study report has been reviewed by the faculty in the instructional unit and is now submitted for external review.

[Signature]
Department Chair

Date

Draft has been read and deemed ready for external review by:

[Signature]
Dean, College of Humanities & Arts

Date
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1. Executive Summary

1.1 Description of the Department and its Program(s):

We have a BA program, minor, MA program and an extensive set of GE offerings. In addition to the programs, we also have two pre-law advisors and we advise students in all these programs (and programs outside the department as well) to reflect the special needs and interests of pre-law students. The BA is a 30 unit major; the minor 18 units. The MA has three options: a thesis, a reading intensive, and an applied option. We have fourteen different GE courses, in Areas A3, B4, C1, C2, E, R, S and V. A unique aspect of the Philosophy Department is the intertwined relationship between our general education offerings, our minor, our major, and our graduate program. The Philosophy Department is very deeply involved in general education and most of our FTES comes from G.E. courses. At the same time, it is possible for students to minor in philosophy by taking only G.E. courses in philosophy. Many of our graduate students are provided part-time employment as grading assistants, working closely with faculty on large G.E. sections. In addition, our most promising graduate students become closely supervised teaching associates allowed to teach their own lower-division G.E. course.

In Fall 2009, the department had an FTEF of 15.1, an FTES of 516.9, an average class size of 47.1, and an SFR of 34.3. In AY 2008-09, we awarded 30 degrees—12 BA and 18 MA. In Fall 2005, the department had an FTEF of 14.2, an FTES of 467.9, an average class size of 37.48, and graduated 15 BA, and 5 MA students. When we compare Fall 2009 numbers with Fall 2005, we can see that we have continued the trend of working harder and more successfully with fewer resources. Though efficiency is a good thing, our faculty are increasingly stressed and exhausted.

One of the reasons for our very high productivity is that for the last twenty or so years our full time faculty have taught three classes per semester rather than the more usual four. We have increased the average number of students per class to ensure that we do not shirk our departmental share of the college and university workload. Since four is the standard, our use of this method is informal (though it has been supported by all of our deans over the last twenty years) and we report assigned time for all full time faculty to explain the three course load. It is important to point out, however, that we are already carrying a very large load (an average class size of 47.19 as opposed to the college's 27.33) and hence any reduction in assigned time, should budgetary considerations mandate such a reduction, should be sensitive to this reality.

Since the last program review, we have made three substantial changes in response to the previous program review recommendations. We hired a faculty member with a competence in Latin American Philosophy and now are able to offer Philosophy 118, Latin American Philosophy, on a regular basis. We designed and implemented a new course, Philosophy 70C, which covers 19th and 20th Century history of philosophy and made it an option for our majors. Finally, we appointed two pre-law advisors and began
a program of pre-law advising. Currently, our advisors are working with students from all across the university. Our students have been quite successful at getting into law schools (Harvard, UC Berkeley, UCLA, Santa Clara) and are doing well there.

1.2 Synopsis of the Previous Program Review Recommendations (A complete description is placed in Appendix A):

There were four recommendations made in the previous program review:
1. That a further history course be required that would include 19th and 20th century thought.
2. That we hire someone with a competency in Latin American thought.
3. That we design a pre-law minor.
4. That we investigate more focused minors within the department.

The department acted on the first three recommendations with a new course, a new hire, and an advising process for pre-law students. We did not act on the fourth because, given the current budget climate, we do not have the resources to support additional new minors.

1.3 Summary of Present Program Review Recommendations:

1.3.1 Curricular Recommendations
The department will reexamine the proportion of service courses and General Education offerings relative to the courses aimed primarily at our majors and masters students.

1.3.2 Student Recommendations
Our goals and correlated plans are twofold. First, we want to address the one concern expressed in the student survey by improving advising. Our plan to do this includes increasing the visibility of our advising program. Second, we want to continue to recruit students into the major. Our plans here include increased outreach for our pre-law advising, and improving our outreach to undeclared majors.

1.3.3 Faculty Recommendations
Going forward, as current members of the faculty retire and as new faculty billets are funded, we intend to find the best candidates in a similarly diverse range of areas of specialization, and to continue to foster constructive scholarly engagement among our faculty.

1.3.4 Resource Recommendations
In the current budget climate, our primary goal is to achieve the essential educational and scholarly work of the department with the dwindling resources available to us.
2. **Context and Scope**

**Mission and Goals**

Philosophy Department Mission:
1) To enrich the lives of its students through philosophical study, discussion, and reflection
2) To transmit knowledge of philosophy to its students along with
3) The necessary skills for applying it in service of our society (helping bring philosophical ideas to bear on important community issues), and
4) To expand the base of knowledge through promotion of faculty and student research and scholarship in philosophy.
These missions are distinct but mutually supportive.

BA SLO’s:
1) Be able to identify, discuss and constructively engage with, in both written and oral fashion, core areas and methods of Philosophy, and major figures and ideas in various historical periods and in various traditions from around the world.
2) Have the ability to understand texts and oral presentations and to identify and critique the arguments expressed in these texts.
3) Have the ability successfully to collect and evaluate information and carry out research projects and successfully to share the results in both written and oral form.
4) Have an understanding of the demands of responsible citizenship and an understanding of how to make and defend ethical choices.
5) Have an understanding of the ways in which culture, race, ethnicity, gender, economic class, sexual orientation, and national membership influence perceptions about reality, knowledge and value.

MA SLOs:
1) Be able to identify, understand and critically discuss, both orally and in a sustained major written essay, and in a written exam taken without the benefit of notes, major figures, ideas, methods and core areas in various historical periods and in various traditions from around the world.
2) Have high level skills in communication, critical inquiry and the ability to collect and evaluate information successfully, and to use all of these skills in their own original research.
3) Have an understanding of the demands of responsible citizenship and an understanding of how to make and defend ethical choices.
4) Have an understanding of the ways in which culture, race, ethnicity, gender, economic class, sexual orientation, and national membership influence perceptions about reality, knowledge and value.
5) Be able to teach and assess all these skills and competencies at the lower division undergraduate level.
Alignment with University and College Missions

Our mission 1 and 2 are aligned with SJSU mission 1 and the College's mission 2. Our mission 3 is aligned with SJSU mission 6; and the College's mission 2 and 3. Our mission 4 is aligned with the SJSU mission 5 and the College's mission 2. Our BA SLO 5 and MA SLO 4 are aligned with SJSU mission 4. Our GE program is aligned with SJSU mission 2 and 3 and College mission 3.

SJSU Mission:
1) In-depth knowledge of a major field of study.
2) Broad understanding of the sciences, social sciences, humanities, and the arts.
3) Skills in communication and in critical inquiry.
4) Multi-cultural and global perspectives gained through intellectual and social exchange with people of diverse economic and ethnic backgrounds.
5) Active participation in professional, artistic, and ethnic communities.
6) Responsible citizenship and an understanding of ethical choices inherent in human development.

College of Humanities & Arts Mission:
(1) The College of Humanities and the Arts seeks to instill in its students an understanding of the human existence that is both tolerant and moral and to nurture an appreciation of human creativity. (2) Through its academic programs and professional schools, the College offers students the opportunity to pursue a wide variety of paths to knowledge and careers by providing specialized study leading to baccalaureate and graduate degrees in arts and humanities fields. (3) The College also contributes to the education of all San José State University students by providing a major share of the General Education curriculum.

Content of Self Study

Our self-study will address the following: Curriculum and Achievement of Student Learning Outcomes; Students; Faculty; and Resources.
3. Curriculum and Achievement of Student Learning Outcomes

3.1 Curriculum

The B.A. curriculum in Philosophy consists of a year-long sequence in the history of philosophy; a logic course; six upper-division courses that offer deeper exposure to different areas in philosophy (at least one of these six courses focused on ethics or moral philosophy); and one upper-division seminar that provides an opportunity to engage the works of a philosopher or a tradition in greater depth.

The M.A. curriculum in Philosophy consists of four core courses covering a selected philosopher or tradition, epistemology and metaphysics, ethics or aesthetics, and logic; and 12 units of electives courses at the 100 or 200 level within the department. Students in the program must pass a written comprehensive exam. They may choose among three degree plans: writing a thesis and presenting an oral defense; pursuing the “reading intensive” plan, which culminates in directed reading in support of independent study; or pursuing the “applied philosophy” track by completing a directed project, culminating in a written project report and oral defense.

Since the last program review, the B.A. program was changed to require that students take at least one upper-division course focused on ethics or moral philosophy.

Additions to the department’s course offerings include “Contemporary Philosophy” (PHIL 070C) and “Computers, Ethics and Society” (PHIL 134). The first covers topics much in demand with the department’s majors, while the second was developed to support an identified need for Computer Science majors.

Since the last program review, the department has elected to withdraw “Philosophy and Literature” (PHIL107) and “Social Justice” (PHIL 122) from the General Education program. The department judged that the relatively low enrollment of non-majors in these classes did not warrant the time and energy required to compile GE assessment data and submit requests for continuing certification for these courses.

Though PHIL 190 (“Seminar in Philosophical Classics”) and the graduate seminars are listed by OIR as bottleneck courses, we are accommodating students by exceeding the enrollment caps in order to allow rapid progression toward graduation. We are also allowing students in the B.A. program to take graduate-level seminars to meet their seminar requirement.
3.2 General Education and Service Courses

The department’s course offerings include 14 General Education courses.


Our service courses include PHIL 186 (“Professional and Business Ethics”), which is required of majors in the College of Business; PHIL 134 (“Computers, Ethics and Society”), which is required of majors in Computer Science; PHIL 110 (“Science, Technology and Human Values”), which is a requirement for the Industrial Design major; and PHIL 133 (“Ethics in Science”), which is required of Chemistry majors. Both PHIL 186 and PHIL 134 have been crucial components in the reaccreditation of the programs that require them of their students. While not demanded by an accrediting agency, PHIL 133 meets an identified goal of the Chemistry program to incorporate a strong ethics component into the scientific training it provides, and the steadily increasing demand for this course suggests that it is meeting students’ needs.

Up to this point, we have been able to offer a reasonable mix of General Education and courses for the major. One area that is of some concern is courses that are both GE and required for other majors. Currently these are Philosophy 186 (required for the School of Business), Philosophy 133 (required for Chemistry majors), Philosophy 134 (required for Computer Science majors), and Philosophy 110 (required for Industrial Design majors). We get no resources from these departments, but we do get requests from these departments and College to accommodate students in sections that are closed. With our dwindling resources, we have had some difficulty addressing these requests. As resources continue to be scarce, we anticipate being very selective about new requests for the inclusion of philosophy courses as requirements in other majors and programs. We regard this as unfortunate since we think that all students benefit from engagement with philosophy.
3.3 Assessment of student learning

Learning objectives, courses, and curricular structures are regularly reviewed by department faculty, particularly during our annual department retreat, and in periodic meetings about particular curricular issues.

Our assessment plan for the BA is twofold. First, we assess one SLO per year. Second, we do a holistic assessment of individual students to track how well they are doing in mastering the SLOs.

As an example of how we assess a particular SLO, in Fall 2008 we identified writing as one of the things we felt needed to be addressed. Accordingly, we identified SLO 3 as the SLO we wanted to work on. Accordingly, we drafted a common set of detailed instructions on writing a philosophy paper and every instructor used this in his/her class for majors in Fall 09. We reviewed sample papers in Spring 10 to assess the success of this effort. On the basis of that assessment, we further refined the set of instructions.

As with the BA, our assessment plan for the MA is twofold. First, we assess one SLO per year. Second, we do a holistic assessment of individual students to track how well they are doing in mastering the SLOs.

As an example of the process, we note our most recent yearly assessment, where we identified confusion about the responsibilities of Teaching Associates and their relationship with their faculty mentors. We drafted a set of detailed instructions on the responsibilities of teaching associates. These instructions appear on the new application and on a contract the Teaching Associate signs. Both the teaching associate and their faculty mentor then share a common understanding of the responsibilities of the TA and the responsibilities and obligations of their faculty mentor. The changes were first implemented in the application process used in Spring 09 for courses to be taught by Teaching Associates in Fall 09. We reviewed our Teaching Associates in Fall 09 and were satisfied with the success of this effort.

To collect and analyze evidence bearing on whether program goals are being achieved, department faculty members sit down together with student transcripts and firsthand knowledge of students (both from classes and from departmental interactions beyond the classroom) to check their progress through the major. This method permits both a quantitative evaluation (of course requirements completed, and learning objectives attained) and a more holistic assessment of how well students are meeting the learning goals the department has set.

We have found that this process works reasonably well, giving us a more complete picture of each student's progress than we could get from a grade-check alone. Moreover, these periodic evaluations lead to well-targeted follow-up from major advisors.
As a result of our assessment efforts, we have been having more regular conversations about our students (individually and collectively) and, consequently, we are doing a better job keeping in touch with them to help them stay on top of their progress.

Our assessments indicate that the courses we are teaching do a fine job of fostering student achievement of learning goals and outcomes.

3.4 Goals and Plans

As the resource landscape changes and we are pushed to shrink overall enrollments, it seems likely that we will reexamine the proportional of service courses and General Education offerings relative to the courses aimed primarily at our majors and masters students. We will closely follow initiatives from Undergraduate Studies aimed at streamlining GE coursework, and will look for the best way to balance the curricular needs of our majors with the curricular support we provide to the university as a whole.
4. Students

4.1 Analysis of Student Data

Over the five-year period covered by this self-study, the number of first-time freshman applicants to the Philosophy BA program has increased slightly (39 in Fall 2005, 36 in Fall 2006, 40 in Fall 2007, 57 in Fall 2008, 49 in Fall 2009). The number of new undergraduate transfer applicants to the Philosophy BA program has stayed more or less steady (34 in Fall 2005, 30 in Fall 2006, 30 in Fall 2007, 41 in Fall 2008, 24 in Fall 2009). Meanwhile, applications to the Philosophy MA program have seen a steady increase (16 in Fall 2005, 17 in Fall 2006, 25 in Fall 2007, 24 in Fall 2008, 28 in Fall 2009).

This five-year period has seen an essentially steady trend in the number of undergraduate Philosophy majors enrolled (56 in Fall 2005, 57 in Fall 2006, 49 in Fall 2007, 52 in Fall 2008, 53 in Fall 2009) and an increasing trend in the number of Philosophy masters students enrolled (22 in Fall 2005, 21 in Fall 2006, 39 in Fall 2007, 41 in Fall 2008, 30 in Fall 2009).

The number of students graduated during this five-year period has held fairly steady, decreasing slightly for the BA (15 in AY 04/05, 13 in AY 05/06, 20 in AY 06/07, 13 in AY 07/08, 12 in AY 08/09), and increasing slightly for the MA (5 in AY 04/05, 10 in AY 05/06, 5 in AY 06/07, 4 in AY 07/08, 18 in AY 08/09).

Gender ratios tend to skew more heavily male. In the Philosophy BA program, female students made up between 20% and 40% of majors (with the proportion showing an increase under the five-year period under review), while in the Philosophy MA program, female students made up between 17% and 29% of enrolled graduate students.

<table>
<thead>
<tr>
<th></th>
<th>BA - Philosophy</th>
<th>BA- H&amp;A</th>
<th>BA - SJSU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>mean 33%</td>
<td>mean 57%</td>
<td>mean 51%</td>
</tr>
<tr>
<td></td>
<td>(20% - 40%)</td>
<td>(56% - 58%)</td>
<td>(51% - 52%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>MA - Philosophy</th>
<th>MA- H&amp;A</th>
<th>MA - SJSU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>mean 22%</td>
<td>mean 64%</td>
<td>mean 60%</td>
</tr>
<tr>
<td></td>
<td>(17% - 29%)</td>
<td>(62% - 67%)</td>
<td>(58% - 63%)</td>
</tr>
</tbody>
</table>

This is in contrast to the gender ratio in the College of Humanities and Arts, where during the same five-year period female students made up 56% to 58% of undergraduates and 62% to 67% of graduate students. Meanwhile, the University's undergraduate enrollment for this five-year period was 51% to 52% female, with the proportion of female graduate students ranging from 58% to 63% (and following a decreasing trend).
For BA students in the department, the ethnicity ratios for the five-year period under review are summarized in the table below.

<table>
<thead>
<tr>
<th></th>
<th>BA - Philosophy</th>
<th>BA - H&amp;A</th>
<th>BA - SJSU</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>mean 38%</td>
<td>mean 34%</td>
<td>mean 26%</td>
</tr>
<tr>
<td></td>
<td>(32% - 43%)</td>
<td>(33% - 36%)</td>
<td>(25% - 27%)</td>
</tr>
<tr>
<td>Asian</td>
<td>mean 18%</td>
<td>mean 26%</td>
<td>mean 35%</td>
</tr>
<tr>
<td></td>
<td>(13% - 26%)</td>
<td>(25% - 27%)</td>
<td>(34% - 37%)</td>
</tr>
<tr>
<td>Hispanic</td>
<td>mean 16%</td>
<td>mean 17%</td>
<td>mean 17%</td>
</tr>
<tr>
<td></td>
<td>(12% - 23%)</td>
<td>(16% - 18%)</td>
<td>(16% - 19%)</td>
</tr>
<tr>
<td>Black</td>
<td>mean 5.7%</td>
<td>mean 3.9%</td>
<td>mean 5.2%</td>
</tr>
<tr>
<td></td>
<td>(1.8% - 8.2%)</td>
<td>(3.7% - 4.3%)</td>
<td>(4.7% - 5.5%)</td>
</tr>
<tr>
<td>Amer. Ind.</td>
<td>mean 2.6%</td>
<td>mean 0.58%</td>
<td>mean 0.46%</td>
</tr>
<tr>
<td></td>
<td>(1.9% - 3.6%)</td>
<td>(0.50% - 0.63%)</td>
<td>(0.40% - 0.54%)</td>
</tr>
<tr>
<td>Foreign</td>
<td>mean 0.38%</td>
<td>mean 3.9%</td>
<td>mean 4.2%</td>
</tr>
<tr>
<td></td>
<td>(0% - 1.9%)</td>
<td>(3.4% - 4.4%)</td>
<td>(3.9% - 4.5%)</td>
</tr>
<tr>
<td>Other</td>
<td>mean 19%</td>
<td>mean 15%</td>
<td>mean 11%</td>
</tr>
<tr>
<td></td>
<td>(14% - 23%)</td>
<td>(14% - 16%)</td>
<td>(10% - 13%)</td>
</tr>
</tbody>
</table>

The BA student population in the department for this five-year period had a somewhat higher proportion of white students than the university as a whole (and a slightly higher proportion of white students than the college). Meanwhile, the department’s proportion of Asian BA students was slightly lower than that in the college, and lower than that in the university as a whole. The proportion of Hispanic BA students in the department was close to that of the college and the university as a whole, as was the proportion of black and American Indian BA students (although the relative sizes of these student populations are small enough that year-to-year fluctuations of a few students make a significant difference to the percentages).
For MA students in the department, the ethnicity ratios for the five-year period under review are summarized in the table below.

<table>
<thead>
<tr>
<th></th>
<th>MA - Philosophy</th>
<th>MA - H&amp;A</th>
<th>MA - SJSU</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>mean 60%</td>
<td>mean 46%</td>
<td>mean 31%</td>
</tr>
<tr>
<td></td>
<td>(43% - 71%)</td>
<td>(44% - 48%)</td>
<td>(29% - 33%)</td>
</tr>
<tr>
<td>Asian</td>
<td>mean 14%</td>
<td>mean 12%</td>
<td>mean 19%</td>
</tr>
<tr>
<td></td>
<td>(9.1% - 23%)</td>
<td>(8.6% - 16%)</td>
<td>(18% - 22%)</td>
</tr>
<tr>
<td>Hispanic</td>
<td>mean 6.7%</td>
<td>mean 11%</td>
<td>mean 9.9%</td>
</tr>
<tr>
<td></td>
<td>(0% - 12%)</td>
<td>(9.8% - 12%)</td>
<td>(9.4% - 11%)</td>
</tr>
<tr>
<td>Black</td>
<td>mean 0.90%</td>
<td>mean 2.7%</td>
<td>mean 2.6%</td>
</tr>
<tr>
<td></td>
<td>(0% - 4.5%)</td>
<td>(1.3% - 3.4%)</td>
<td>(2.5% - 2.7%)</td>
</tr>
<tr>
<td>Amer. Ind.</td>
<td>mean 1.0%</td>
<td>mean 0.24%</td>
<td>mean 0.38%</td>
</tr>
<tr>
<td></td>
<td>(0% - 2.6%)</td>
<td>(0% - 0.49%)</td>
<td>(0.34% - 0.48%)</td>
</tr>
<tr>
<td>Foreign</td>
<td>mean 3.1%</td>
<td>mean 9.4%</td>
<td>mean 24%</td>
</tr>
<tr>
<td></td>
<td>(0% - 7.3%)</td>
<td>(7.4% - 11%)</td>
<td>(20% - 26%)</td>
</tr>
<tr>
<td>Other</td>
<td>mean 13%</td>
<td>mean 18%</td>
<td>mean 13%</td>
</tr>
<tr>
<td></td>
<td>(7.7% - 20%)</td>
<td>(17% - 20%)</td>
<td>(12% - 14%)</td>
</tr>
</tbody>
</table>

The MA student population in the department for this five-year period had a higher proportion of white students than the college, and a markedly higher proportion of white students than the university as a whole. The MA student population in the department also had a correspondingly lower proportion of Asian students than the university as a whole (although slightly higher than the proportion for the college). Owing to the relatively small size of the department’s MA cohorts, this five-year period saw significant fluctuations in the proportions of Hispanic, black, and American Indian students at the MA level.

After completing their BA or MA degrees, a number of our students enter Ph.D. programs in philosophy (at institutions that include UC-Santa Cruz, UC-Riverside, University of Oregon, University of New Mexico, University of Nebraska, University of Kansas, University of Connecticut, Carnegie-Mellon University, and the New School for Social Research). Some of our BA and MA graduates have also gone to law school (at Harvard, UCLA, Berkeley, Santa Clara University, University of the Pacific, and University of Texas-Austin), and at least one has gone on to medical school (at Stanford). As well, some of our MA graduates have gone on to teach full time at community colleges.

It is likely that many of our BA and MA graduates forego further studies for full-time employment, but it is hard to give a reasonable estimate of the proportion since their continuing contact with the department after graduation is not systematic.
4.2 Student Experiences

During the five-year period under review, the philosophy department has conducted B.A. advising assessments of three basic types.

The first type of assessment occurs at the department's annual retreat, at which a majority of the faculty (over 80 percent) discuss various ways in which the B.A. in philosophy can be improved. These discussions have prompted the following changes: the addition of workshops on teaching, applying to graduate school, publishing, and working as an academic; the organization of a list of undergraduate majors that we use to communicate regularly with the undergraduates concerning important events, such as the annual banquet and alumni conference; the addition of certain courses, such as Contemporary Philosophy, to curriculum.

The second type of assessment comes from regular meetings between the two undergraduate advisors. The two advisors meet at least three times every term to discuss when they will hold their advising hours, recent changes in advising, and which students merit special attention given their past performance. Because there are two advisors, typically when one is not available the other steps in to cover a time slot or a specific student need. In addition, because there are two advisors all advising meetings can be covered and reported on for the purpose of increasing effectiveness in advising. Most importantly, the meetings allow advisors to provide consistent information about how best to pursue a degree in philosophy and what post B.A. opportunities are available.

The third type of assessment comes from meetings at least once a term between the department chair and the undergraduate, graduate, and pre-law advisors to discuss what information is being passed on to the majors concerning pursuing a degree in philosophy, going to graduate school, applying to law school, and other job opportunities that a B.A. in philosophy can provide. As well, they involve discussion of how to recruit new majors and advertise the philosophy degree and program and provide crucial information about outreach events.

Our procedure for advising MA students is as follows: At our annual student evaluation sessions, we review the list of current graduate students. Based on their transcripts and information from interactions with faculty, we evaluate their progress towards degree as well as other academic strengths and weaknesses. This information is discussed with the students in advising appointment, usually held within the first two weeks of the semester. As well, incoming graduate students are asked to schedule advising appointments within the first two weeks of the term.

For both new and returning MA students, the advising appointment consists of a review of courses that they have taken and those they are planning to take, a discussion of which graduate "Plan" (thesis or project) they will elect and what
their career and educational goals (including Ph.D. programs) they intend to pursue upon completion of the MA, filling out of the Candidacy Form, and discussion of other issues pertinent to the program. We maintain regular contact with the MA students, aiming for advising appointments with each of them at least once a semester for the first two semesters and as often as necessary during their last year.

In addition to advising for undergraduate majors, undergraduate minors, and MA students, the department also provides pre-law advising, helping students regardless of major to select coursework and locate resources that will help them prepare to apply for admission to law school and to take the LSAT.

We provide instructional support by way of a tutoring Center, although we have no outside support for it. Given the recent severe budget cuts, funding from the Center from the department budget has also been cut. Over recent semesters, funding for the Center has decreased significantly even with respect to its rather modest overhead costs in better times. In the last five years, the Center has been open for 24 hours per week as compared to between 40 and 50 hours in previous years. The budget situation plus the restriction on using general fund money to hire students has severely limited our ability to staff the Center.

Our most recent student survey (detailed results included in Appendix F) indicates that significant majorities of our undergraduate majors and graduate students are pleased with the quality of instruction they are receiving in their philosophy classes. Most indicate that their coursework gives them a good overall understanding of philosophy, that philosophy classes have improved their oral and written communication skills and their ability to think critically and creatively, and that their philosophy coursework has helped them learn how to access and critically assess information. As well, a majority of the survey responses indicate that students feel their philosophy classes have contributed to their understanding of responsible citizenship and ethical choices in life, as well as giving them a deeper understanding of the ways in which culture, race, ethnicity, gender, economic class, sexual orientation, and national membership influence perceptions about reality, knowledge, and value.

The one survey item for which the responses of our undergraduate majors and graduate students was significantly more neutral or negative was the question asking whether they have received accurate and helpful advising from the Philosophy Department. (It is worth noting here that clear majorities of both these student populations still agreed or strongly agreed that they had received accurate and helpful advising.)

We have recognized that students sometimes fall through the cracks on advising, especially since seeking major advising is not mandatory. To address this, we have made a concerted effort, through Philosophy classes and through the department office, to make students more aware of advising materials and
resources. Students are presented with the “roadmap” for the major and are encouraged to meet with major advisors early and often. As well, we follow up the department’s annual review of student progress (in terms of coursework completed, student learning outcomes achieved, and more holistic aspects of student performance) by identifying students who would benefit from a meeting with an advisor and setting up those meetings. While the burden still falls on students to avail themselves of advising, this more “hands-on” approach to nudging students in that direction seems to be helping more of our students stay connected to advising and well-informed about their degree progress.

4.3 Student Recruitment and Retention

The general approach we take toward recruitment and retention of philosophy majors and minors is separated by the two areas where we collectively see philosophy as a discipline making a contribution to the university and society as a whole.

On the one hand, as a philosophy department, we are interested in recruiting students that are interested in studying philosophy for the sake of pursuing philosophy. Along this line we attempt to recruit and retain philosophy students that are interested in pursuing philosophy at the graduate level and eventually being teachers and scholars of philosophy. The primary mechanism by which we recruit these students is by straightforwardly engaging them in issues of contemporary philosophy and styles of philosophical reasoning. We find that students that are naturally inclined toward one or another style of philosophical engagement in our department are motivated stay in the department, and are guided successfully to a graduate program. What is distinctive about our recruitment strategy is the amount of exposure to diverse perspectives in philosophy that we provide for students. If a student is interested in philosophy, and learns that philosophy is only one kind of topic or style of reasoning, and they happen to not like that style, they are inclined to leave the program. However, since our program is diverse, most students that are interested in philosophy find a style of philosophy amongst the faculty that they can then pursue. There are two positive consequences of this. First, students see that philosophy is diverse, rather than dogmatic and myopic. Second, students learn how to interact with other perspectives within philosophy.

On the other hand, many people choose to go into philosophy for the purposes of preparing for a professional program, such as law school or medical school. Our recruitment strategy in this area is fairly simple. We have designated a core area of our program for the explicit purpose of preparing students for professional programs, and we market students towards the classes in this core area by explaining to them how the classes help one prepare for professional programs. The best way this can be described is by explaining how it works in the case of Law school.
Students interested in going to law school are instructed to take the following courses: Logic and Critical Reasoning, Philosophy of Law, Ethical Theory, Philosophy of Science, Philosophy of Mind, and at least one Seminar in Philosophical Classics. These courses not only have content that is relevant to a legal education, such as in the case of the Philosophy of Law, but they also involve classes where certain skills, such as critical reasoning, writing, and reading, that are instrumental to success the first year of law school. Two important examples of this are Logic and Critical Reasoning and Philosophy of Science. In addition, the philosophy department maintains an Ethics Debate Team, which provides students with the opportunity to practice oral communication skills relevant to succeeding in law school.

Finally, some students find their way into the philosophy major not through a desire to go to graduate school or to go to law school, but through the philosophy minor. Many students take a large number of G.E. courses through the philosophy department. As a consequence of our minor only requiring 6 (3) unit courses, many students that complete 3 philosophy courses for the G.E. package are inclined to just take 3 more to get the major. Two consequences of this are the following. Our department has a fairly healthy population of minors that spread the word about the philosophy program to other students, which in turn attracts more minors. Second, many of the students upon completing 5 courses in philosophy eventually leave their major for philosophy. The most common switches to the philosophy major come from English, Psychology, and Business. Some of these students eventually decide to go to graduate school or to go to law school. However, some choose alternative paths, such as into teaching, where they can incorporate philosophy into the profession they eventually fall into. For the most part these students stay in the program once they move from being a minor to a major because they have choose to leave a major that they found to be unsatisfying. Very few of the students that move from other majors to our major fail to complete the major.

4.4 Student Scholarly and Creative Achievements

There are a number of achievements that our students have accomplished. Many of these accomplishments highlight the unique way in which our department trains students in philosophy, while others reflect how it trains students for professional programs, such as Law school.

In philosophy, many of our students write top quality papers that have been published either in undergraduate philosophy journals or in graduate philosophy journals. Some of our students have also written works, which in the eyes of the philosophy department, are highly original, innovative, and groundbreaking. These works reflect the department’s collective ability to push students towards material that is off the beaten path. In the past students and recent alumni have succeed in all of the following ways:
(1) CSU Graduate Research Award  
(2) CSU Undergraduate Research Award  
(3) CSU Thesis Award  
(4) Publication in Undergraduate Journal  
(5) Publication in Graduate Journal  
(6) Creation and Maintenance of a Graduate Journal  
(7) Creation and Maintenance of Scholarly Philosophical Conference  
(8) Presentation of research at domestic Graduate Conference  
(9) Presentation of research at international Graduate Conference  
(10) Publication of work in International Philosophical Magazine  
(11) UCLA Law Moot Court Competition winner  
(12) Law clerk, U.S. Court of Appeals

As well, over the past five years students participating in the Ethics Bowl Debate Competition have consistently made it to national championships. Although they have not won the national championship, they have performed very well.

4.5 Student Engagement Activities

Many of our philosophy students engage in applied philosophical projects that center around an issue of social justice. For example, many of our students have worked in the local community’s rape crisis center, or in the local literacy program. In addition, other students have started social justice organizations on and off campus as a way of engaging in community leadership. In addition, our graduate students have engaged with the community in activities that include undergraduate student advising at the university level, teaching Sunday school and leading philosophical discussions of important texts within their religious communities, running the Philosophy Club (which sponsors a variety of events that reach out to the larger campus community), and teaching classes within the Philosophy Department. The department recognizes these activities as central to what is important in being an integrated philosophy student that sees what he or she learns as part of and important to how he or she can change and make the world a better place.

4.6 Goals and Plans

Our goals and correlated plans are twofold. First, we want to address the one concern expressed in the student survey by improving advising. Our plan to do this includes increasing the visibility of our advising program. Second, we want to continue to recruit students into the major. Our plans here include increased outreach for our pre-law advising, and improving our outreach to undeclared majors.
6. Resources

6.1 Program Support
Although small, the B.A. program in philosophy is lean and efficient, especially when seen in conjunction with the G.E. offerings and the M.A. program. The Department now offers four to five upper-level non-G.E. philosophy courses every semester at the undergraduate level (out of a total of 55-62 sections). Because these courses frequently appeal not just to philosophy majors, minors, and M.A. students, but also to students from other disciplines, they enjoy sufficient student enrollment as evidenced by the Department's overall SFR. The department's B.A. program is thus highly cost-effective. The program is viable and efficient when taken in conjunction with our high overall SFR.

Clerical support, technical support staff, and other instructional support
We have one administrative assistant, Susan Neuhoff, and recently we lost our one half-time clerical position that we filled with student assistants. We continue to be absolutely thrilled with the level of support that Susan Neuhoff provides, but we are very concerned about how to run the office without the student assistants.

We have no technical support staff in our department, but we are satisfied with the support we get from the university. All faculty have a computer in their office and are all familiar with the online grading and advising system. Most faculty have web pages on the SJSU site and are generally satisfied with the functionality and support. Many faculty teach online and we have gotten excellent support from eCampus. Classrooms are increasingly being upgraded to support various technologies and we have access to a sufficient number of such classrooms to meet our needs.

We do provide instructional support by way of a tutoring Center, though we have no outside support for it. Essentially, we have been supporting it out of our department budget. Given the recent severe budget cuts, funding for the Center has been severely cut. Over recent semesters funding for the Lab has decreased significantly even with respect to its rather modest overhead costs in better times. In the last five years, the Lab has been open for 24 hours per week as compared to between 40 and 50 hours in previous years. This year we have struggled to keep it open for 10 hours a week. The budget situation plus the ban on using general fund money to hire students has severely limited our ability to staff the center.

Rooms
Classrooms are generally adequate and increasingly support the various technologies are faculty are using. The Philosophy Department Office and faculty offices are all in the Faculty Office building. There are three connected rooms. FO 201 contains a desk for a student assistant, the copy machine, the
faculty boxes, and student mail folders. FO 202 is the Department Secretary’s office. FO 203 is the Department Chair’s office. We continue to have a conference room opposite from the Philosophy Department Office. This was originally created from a faculty office room. The Conference Room continues to add significantly to the life of the department through providing a place for formal and informal philosophical discussions, department committee meetings (curriculum, RTP, appointments), meetings of the philosophy club, and a test center for the comprehensive exams and other tests. FO 235 currently houses the Department’s collection of about two hundred philosophy books, fifteen journals, and Master’s Theses. FO 104, shared with the English Department and the Humanities Department is still available to us for larger department functions such as all-department meetings, and department colloquia. (FO 104 is supposed to be common to the three departments, but is used most often by the English Department. This is one reason why we continue to need FO 235 as a conference room.) We gained additional office space when Clark Hall opened. However, though we appreciate having windows on the world, the Faculty Office Building is an aging and inadequate facility. We continue to have especially acute problems with heat and air conditioning.

Library Resources

The Martin Luther King Library is an impressive facility, with both a physical and online presence. A special page of the library web site is devoted to Philosophy. One can get there by going to Sjlibrary.org, then to Articles and Databases under Quicklink, then choose SJSU Subjects, and then, under P, choose Philosophy. The page includes the Philosopher’s Index, a Bibliography of Asian Studies, and many full-text sources, including JSTOR. More and more articles are available electronically. However the library situation is far from healthy. Many books that the department would like are not available because of the limited budget. In addition, there are other constraints. Currently the library would like to divert more resources to e-books. The department is concerned that this is perhaps premature since there is no single elegant and effective e-reader available for all electronic texts. Secondly, the requirements of accessibility limit our access to video, since the library must either buy only video with closed-captioning or pay to have videos captioned.

Philosophy Department Computer Hardware

We have been spending the bulk of our equipment budget over the last five years on computers. We now have a new copier and participate in the campus copier program. Our usual cost for copier overruns is about $10,000 and we continue to try to pare that down without much success. We now have both faculty web pages which support electronic posting of material and a scanner in the office, so we continue to work on reducing copier expenses.
6.2 Resource Management

Faculty Resources

The philosophy department salary budget for 2009-10 is $1,193,887. Of that, $947,184 is allocated to full time faculty, $197,414 to part time faculty, and $31859 to teaching associates. In terms of FTES, in Spring 2010, we will have a total of 58 sections (not including supervision), 28 of which are taught by full time faculty, 25 by part time lecturers, and 5 by teaching associates. Our regular faculty share equally in teaching both general education and large lecture classes, so the FTES break down is roughly the same as the class breakdown. This breakdown is roughly unchanged in comparison to Spring 2005, when we had 57 courses, 29 taught by fulltime faculty, 25 by part time lecturers and 3 by teaching associates. The increase in the number of teaching associates is a function of now having teaching as an MA requirement and having more graduate students. We are very concerned that future budget cuts which, given contractual requirements, will come from the ranks of part time lecturers, will severely impact our ability to offer a minimally adequate number of GE, upper division and graduate courses.

Travel

Funds allocated to the Department have not been sufficient for a travel budget engaged in by a faculty that is very active in research and scholarship, though we very much appreciate our Dean’s trust over the years in letting us carve out travel money from our overall budget. However, during the current budget crisis, we have not been able to spend any money on travel. This is a serious problem given that we have need for travel funds for faculty eager to build up a dossier. We have been especially prudent with our operating expenses since we have seen three straight years of budget cuts and continuing uncertainty. We are hopeful that self-support summer will replenish some of our IES funds, which have been used for grading assistants, travel, and equipment. However, since this self support summer is an exception to our year round operation schedule, and enrollments this current summer were not what we hoped, we are very concerned that these funds will disappear in the future when we return to year round operation.

6.3 Goals and Plans

In the current budget climate, our primary goal is to achieve the essential educational and scholarly work of the department with the dwindling resources available to us. One cost-cutting measure we will implement is a shift to a single networked printer for the department, reducing the number of printers that need to be maintained. As well, we will continue to push to reduce printing and photocopying by putting as many course materials as possible online, whether on
department or faculty web pages or course shells in the learning management system. No doubt we will continue to struggle to cover the necessary costs associated with maintaining meaningful engagement in our professional and scholarly communities.
5. Faculty

5.1 Faculty Profile

Tenured, Probationary, and Full-Time Temporary Faculty

Karin Brown (2001) Ph.D., Graduate School and University Center, City University of New York, (1997)
Ethics and Political Theory, Feminist Philosophy, Buddhist Philosophy

Philosophy of Technology, Applied Ethics, Applied Philosophy
Temporary Full-Time

Peter J. Hadrea (1986) Ph.D., University of California - Berkeley (1975)
Phenomenology, Aristotle, Greek philosophy, Philosophy of Music, Philosophy of Economics, Business Ethics, Merleau-Ponty, 20th Century Continental Philosophy

Philosophy of Art, Aesthetics, Ancient Philosophy, Plato, Nietzsche

Modern Philosophy, Social and Political Philosophy, African American Philosophy

Ethics, Political Philosophy, Feminism

Chinese Philosophy, East-West Comparative Philosophy, Philosophy of Language

Carlos Sanchez (2006) PhD., Philosophy, University of New Mexico, 2006
Phenomenology (esp. Husserl, Ortega y Gasset, Max Scheler, Levinas), Mexican/Latin American Philosophy, Philosophy of History since Hegel

Political and Social Philosophy, Ethics, Marx

Philosophy of Science (esp. Chemical Theory and Practice), Metaphysics esp. Causation), Ethics of Science, History of Science, Feminist Philosophy of Science
Logic, Cognitive Science, Philosophy of Mathematics, Phenomenology

Epistemology, Philosophy of Mind, Critical Thinking

Part-Time Faculty as of Fall 2009

Paul Bashaw, M.A.(Philosophy); M.A. (Psychology) San Jose State University (1996)
Epistemology, Ethics, Ethics and Gambling

Lisa Bernasconi, M.A. San Jose State University (1999)
Ethics, Political Philosophy, Metaphysics

Janet Giddings, M.A. (Theology), University of San Francisco; M.A. (Philosophy),
San Jose State University, (2006)
Philosophy of Religion, Ethics

Jim Lindahl, Ph.D., University of Western Ontario (1999)
Philosophy of Social Science, Cross-cultural criticism, Philosophical Issues in Anthropology (ethics of representation and translation theory)

George J. Pinto M.A., London School of Economics; M.A., San Jose State University (1991)
Business and Professional Ethics

Richard E. Schubert Ph.D., University of Illinois at Urbana-Champaign (1977)
Applied Ethics, Philosophy of Language, Wittgenstein

Elizabeth Sonnier, Ph.D, Fordham, (2005)
Process Philosophy, Philosophy of Science, Philosophy of Mathematics;
Ethics; Ethics and Computing

Dan C. Williamson Ph.D., University of California - Riverside (1996)
Continental Philosophy and Gender Studies, Foucault

Professors from Other Departments Teaching in Ours

Chánh Phan (1990) Assistant Professor in Humanities, Ph.D., University of Chicago (1986) [tenured in Humanities: on permanent loan to Philosophy for .40]
Political Philosophy and Asian Philosophies, The Chou I Ching, Tao Te Ching.

Ranks

Full Professors: Hadreas, Leddy, Lott, Manning, Mou, Shaw, and Tieszen.

Associate Professors: Brown, Stemwedel

Assistant Professors: Sanchez, Vaidya (both will be Associate in the Fall)

Full-Time Temporary: Cook

Part-Time Faculty. Dick Schubert has been with us for 31 years. George Pinto has been with us since Fall 1996. Dan Williamson has been with us since Spring 1997. Jim Lindahl has been here since Fall of 1998. Lisa Bernasconi arrived in 1999. Janet Giddings has been with us since 2006. Elizabeth Sonnier has been with us since 2005. Paul Bashaw has been with us since 1996.

Faculty Gender and Ethnicity

In the Fall of 2009 there were eleven regular faculty. There was one African American faculty member, one Latino faculty member, and two Asian faculty members (plus one more home-based in Humanities). Three of the full-time faculty are women.

All but one of the Full Professors (Mou) will be eligible to retire within the next five years.

While the gender and ethnic diversity of the regular faculty has been significantly increased by recent hiring, the prospect of mass retirements among the department’s Full Professors could seriously impact the department’s coverage of key philosophical subdisciplines.

5.2 Faculty Scholarly and Creative Achievements

In the last five years, the regular faculty has published more than 24 scholarly articles, 27 book chapters, 4 encyclopedia entries, and 12 book reviews, and has authored or edited 13 books (and brought 4 more into newly revised editions). As well, despite a dearth of funds to support professional travel, faculty members have attended countless conferences where they have presented their work, acted as commentators, and organized and chaired sessions.
5.3 Service and Community Engagement

Our faculty members continue to serve on a number of committees at departmental, college, and University level, including a number of area-specific General Education Advisory Panels, the Board of General Studies, the Institutional Animal Care and Use Committee, and the Academic Senate. Philosophy faculty have served on various scholarship committees, steering committees, and University level search committees. They have served on the board of the Institute for Social Responsibility, Ethics, and Education, organized speakers, conferences, and an electronic journal through the Center for Comparative Philosophy, and participated in the University’s Study Abroad program.

As well, faculty members are significantly engaged with their professional communities, regularly serving as referees for journals and conferences, serving on committees and caucuses.

5.4 Goals and Plans

The faculty of the Department of Philosophy take seriously our existing broad coverage of philosophical sub-disciplines and constructive engagement between those sub-disciplines. As such, we have not identified any “new directions” within philosophy for which we need to hire a representative, nor are there particular areas of specialization that we judge to be overrepresented in our current faculty.

Going forward, as current members of the faculty retire and as new faculty billets are funded, we intend to find the best candidates in a similarly diverse range of areas of specialization, and to continue to foster constructive scholarly engagement among our faculty.