

**PROGRAM PLANNING REPORT
SAN JOSE STATE UNIVERSITY**

**DEPARTMENT PHILOSOPHY
B.A. AND M.A. PROGRAM(S)
COLLEGE OF HUMANITIES AND ARTS
[HTTP://WWW.SJSU.EDU/PHILOSOPHY/](http://www.sjsu.edu/philosophy/)**

Department Chair: Peter Hadreas, Department of Philosophy, Peter.Hadreas@sjsu.edu, and 408-924-4470

Faculty Program Plan Leader: Tom Leddy, Thomas.Leddy@sjsu.edu, and 408-924-4528

External Reviewer: <Name, affiliation, title, address, email, and phone number>

Date of Report: May 5, 2015

Date Due to PPC: Spring 2015

Current Chair of Program Planning Committee: Brandon White, Brandon.white@sjsu.edu

UGS Administrative Support for Program Planning: Nicole Loeser, Nicole.Loeser@sjsu.edu

Submissions: Reports are to be submitted electronically via email. Please email the program plan, request for external reviewer (if applicable), and external reviewer's report to programplanning@sjsu.edu. In addition, please cc the above email on all communications with the dean, external reviewer, Program Planning Committee, and UGS on matters pertaining to your program plan.

TABLE OF CONTENTS

1. PROGRAM DESCRIPTIONS	
a. Program Mission and Goals.....	3
b. Curricular Content of Degrees, Minors, and Certificates	3
c. Service Courses.....	6
2. SUMMARY OF PROGRESS, CHANGES, AND PROPOSED ACTIONS...	6
a. Progress on action plan of previous program review	6
b. Significant changes to the program and context.....	9
3. ASSESSMENT OF STUDENT LEARNING.....	9
a. Program Learning Objectives (PLO).....	9
b. Map of PLOs to University Learning Goals (ULG).....	11
c. Matrix of PLOs to Courses.....	12
d. Assessment Data/.....	12
e. Assessment Results and Interpretation.....	14
f. Placement of Graduates.....	15
g. G.E. Portion of Program Planning Assessment.....	23
4. PROGRAM METRICS AND REQUIRED DATA.....	26
a. Enrollment, Retention, and Graduation rates.....	26
b. Headcount in Sections.....	27
c. FTES, Induced Load Matrix.....	27
d. FTEF, SFR, Percentage T/TT Faculty.....	28
5. PROGRAM RESOURCES	29
a. Faculty	29
b. Support Staff.....	32
c. Facilities.....	33
6. OTHER STRENGTHS, WEAKNESSES, OPPORTUNITIES AND CHALLENGES, includes Faculty Accomplishments, Center for Comparative Philosophy, Center for Ethics, Student Accomplishments, Alumni Accomplishments	35
7. DEPARTMENT ACTION PLAN.....	40

8. APPENDICES CONTENT

a. Required Data Elements.....	42
b. Alumni Success Report.....	42
c. Long-Term Course Plan.....	48

1. PROGRAM DESCRIPTION

We have a BA program, minor, MA program and an extensive set of GE offerings. In addition to the programs, we also have a pre-law advisor who is also the university pre-law advisor: see <http://www.sjsu.edu/prelaw/>. The BA is a 33 unit major, the minor 18 units. The MA has two plans, one of which, Plan A, has two options. Plan A, Option 1 is the Thesis Option, Option 2 is the Applied Philosophy Project Option. Plan B is called "Reading Intensive" and involves directed reading in place of a thesis. We have fourteen different GE courses in Areas A3, B4, C1, C2, E, R, S and V.

The URL of the department website is <http://www.sjsu.edu/philosophy/>

Both the BA and the MA programs began long before 1983 when the first of us arrived here. We believe that the Philosophy Department and the Psychology Department were combined until the 1940s. There may be some historical materials in the library: see http://scholarworks.sjsu.edu/cgi/viewcontent.cgi?article=1048&context=speccoll_archive

1a. Program 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.

1b. Curricular Content of Degrees, Minors, Certificates, and Credentials

A description of the broad curricular areas encompassed by each program including societal needs and employment opportunities served by each program.

The Philosophy Major is made up of three parts: three lower-division courses consisting of a year-long sequence in the history of philosophy and a logic course; seven upper-division courses that offer deeper exposure to different areas in philosophy; and one upper-level seminar that provides an opportunity to engage the works of a philosopher or a tradition in great depth. The current online catalog description of the philosophy major at <http://info.sjsu.edu/web-dbggen/catalog/departments/PHIL-section-1.html> is no longer up-to-date as of Feb. 19, 2015, and we have requested that it be changed to reflect our real major requirements. The description of the major on our department web page is also not up to date, and reads “Requirements in the Major (33 units) PHIL 009, PHIL 057 or PHIL 157 (with permission of advisor) (3); PHIL 070A and either PHIL 070B or PHIL 070C (6); Eight upper division courses: one of which must be from the Phil 190 or Phil 290 series and one of which must be from this list: Phil 108, Phil 111, Phil 119, Phil 122, Phil 126, Phil 132, Phil 133, or Phil 155 (24).” The change involves elimination of the last clause from “one of which must be from this list.”

The M.A. program includes 12 units of core seminars, 12 units of elective courses, and two distinct plans (one of which has two options) for six units. The plan with Thesis (Plan A, Option 1) is appropriate for students who wish to pursue a formal written project under close faculty supervision in preparation for a later dissertation at a Ph.D. granting institution. The Applied Philosophy Project (Plan A, Option 2), fits well with the concept of San Jose State as a metropolitan university. It connects philosophy in a systematic manner to professional life in Silicon Valley. Students who follow this plan frequently come from the community to reflect, in a sustained and rigorous way, on the ethical, social, and epistemological aspects of their work in the professional and business world. They, then, return to the community with an enriched perspective, a firm commitment to philosophy, and stronger ties to San Jose State. The Reading Intensive Plan (Plan B), is particularly appropriate for students who are pursuing the M. A. for personal enrichment. Students who wish to go on to a Ph.D. program may also use it, for example if they believe that focusing on writing a publishable paper would be more valuable than finishing a Master's Thesis. (It is becoming common for Ph.D. programs not to require an M.A. thesis, and for employers to expect some publications even before completing the Ph.D.)

The Philosophy Minor is compatible with almost any other major and is especially complementary to such occupational majors as nursing, psychology, business, engineering, journalism and administration of justice. Eighteen units are required, including nine upper-

division units. Although there are no other restrictions, we recommend that minors take a one-year sequence in the history of philosophy (70A and 70B or 70C), in order to acquire a solid foundation in this field and adequately prepare for the upper-division courses.

Societal Need and Job Prospects

Some of our BAs and MAs eventually become tenured college professors, a job which is rated the second best job of 200 by CareerCast in 2014. In 2011 CareerCast listed “Philosopher” as #16 out of 200 jobs. This ranking was based on “income, working environment, stress, physical demands and job outlook, using data from the Labor Dept. and U.S. Census and researchers' own expertise.” <http://www.careercast.com/jobs-rated/2011-ranking-200-jobs-best-worst> Philosophers in 2014 had a mid-level income of \$61,000.

Philosophy majors go on to work in such areas as: lawyer (philosopher majors receive the highest cumulative scores on the LSAT), philosophy teacher, K-12 teacher, research assistant, government analyst, religious minister, and psychologist. Philosophy majors often become entrepreneurs in the tech world as can be seen in “The Unexpected Way Philosophy Majors Are Changing The World Of Business” Carolyn Gregoire, *The Huffington Post*, Mar 5, 2014

http://www.huffingtonpost.com/2014/03/05/why-philosophy-majors-rule_n_4891404.html

Also see <http://www.businessinsider.com/successful-philosophy-majors-2014-1?op=1> Skills learned in philosophy are highly transferable and valued by employers. These include: thinking critically, innovative thinking, capacity to work in groups, clear and logical writing, analytical skill, and a capacity to think effectively about global, ethical and humanitarian issues. Because of these transferable skills, philosophy BAs and MAs often go on to further education in other fields. Jon Marcus of the Hechinger Report March 7, 2013 observes that “Nearly 90 percent of corporate executives want employees with verbal and written communication skills, according to a survey by the AAC&U. Seventy-five percent want graduates who understand ethical decision-making, and 70 percent say they need creative and innovative workers” and this is exactly what philosopher majors can do. Philosophy was the best major for GRE scores both in the Verbal and the Analytical Writing sections for 2013. <http://www.physicscentral.com/buzz/blog/index.cfm?postid=5112019841346388353>

1c. Service Courses

The department's course offerings include 14 General Education courses. Eight of these are Core General Education Courses, including one in area M9 (PHIL 057, "Logic and Critical Reasoning"), one in area B4 (PHIL 009, "Mathematics and Logic for General Education"), one in area C1 (PHIL 066, "Introduction to Aesthetics"), four in area C2 (PHIL 010, "Introduction to Philosophy"; PHIL 061, "Moral Issues"; PHIL 070A, "Ancient Philosophy"; PHIL 070B, "Modern Philosophy"), and one in area E (PHIL 012, "Philosophy of the Person").

Six courses are SJSU Studies courses, including one in area R (PHIL 160, "Philosophy of Science"), one in area S (PHIL 186, "Professional and Business Ethics"), and four in area V (PHIL 104, "Asian Philosophy"; PHIL 110, "Science, Technology and Human Values"; PHIL 133, "Ethics in Science"; PHIL 134, "Computers, Ethics and Society").

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 the B.S. in Computer Science; PHIL 133 ("Ethics in Science"), which is required of Chemistry majors, Phil 110 ("Philosophy and Technology"), which is recommended for Industrial Design majors to meet the Area V requirement, and Phil 106 ("Philosophy of Art") or Phil 66 ("Introduction to Aesthetics") which is required for the B.A. Art: Concentration in Studio Practice, Preparation for Teaching. 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.

2. SUMMARY OF PROGRESS, CHANGES, AND PROPOSED ACTIONS

2a. Progress on action plan of previous program review

We here list action plan from previous program planning cycle and address progress on action items.

The Summary of the 2010 Program Review listed the following Recommendations:

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."

The issue might be better described as that of the number of courses offered to majors and masters students every semester. We have a long-term course plan which the Curriculum

Committee revisits every year. Courses have been put on a plan of once per year instead of once every semester, or once every two years instead of once per year due to consistent low-enrollment. The long-term course plan may be found in the appendix.

Given the previous year's budget constraints we reorganized our offering of courses aimed primarily at our majors and masters students. Because of the severe fiscal crisis during that period, we sequestered classes that might be cancelled or taught less frequently with less damage to the department. Since, more recently, budgeting issues have not been as dire, we have returned somewhat to our longstanding fundamental curricula for the B. A. and M. A. degree. But the picture will likely change in the future due to the status of online courses. Since SJSU online courses are now available to qualified CSU students across the 23 CSU campus system, we have found already that some online courses designed especially for majors and M.A. students are increasing their enrollments. Since several members of the philosophy faculty have designed online courses and have proven their capacity to teach them while maintaining high intellectual and pedagogical standards, we find we can move in the direction of increasing enrollment in courses for majors and M. A. students. In brief, we expect to maintain our highly enrolled G. E. courses while at the same time boosting the enrollment in courses for majors and Master's students through taking advantage of their CSU-wide accessibility.

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."

Since 2010 undergraduate philosophy advising has become more transparent through the following adjustments: (i) each year, students that are on academic probation are contacted directly by the advisor and asked to come in for an advising appointment; (ii) any student that a professor feels could use advising is sent to the academic advisor; (iii) the number of hours for advising has increased, and students now have greater accessibility to the advisor through use of email and phone; (iv) the website now contains more information about guidelines for completing the major.

The MA program advisor has strengthened the relationship between the Philosophy MA program and SJSU's Department of Graduate Advising and Student Evaluation, which has facilitated the process by which students apply for candidacy and graduation. MA students are also required to meet twice with the Graduate Advisor to finalize candidacy forms and applications for graduation. Finally, the Graduate Advisor has extended his office hours to meet student demand.

Rita Manning is the prelaw advisor for the entire university and she sees about one hundred new advisees each year and maintains an email list of over 200 students. When undeclared students come to see her she discusses the option of majoring or minoring in philosophy and points out that philosophy has the highest LSAT scores and law school admission of any major. A significant percentage of our majors are now prelaw.

We review all majors and M. A. students' progress and tailor one-on-one advising sessions with students whose progress has been stalled or whose direction toward a degree is erratic.

Finally, we are cooperating with the newly establish Humanities and the Arts Success Center so as to optimize advising regarding both major and general education requirements.

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."

We requested and received a tenure-track position in Philosophy and Technology to replace our retiring full-time faculty member who specialized in this area, Noam Cook. We interviewed candidates and hired Daniel Susser of Stonybrook. We have had two recent retirements, Rita Manning and Rick Tieszen, who are both on the Faculty Early Retirement Program and thus are still able to teach in their areas of specialization. However they will need to be replaced in the long run.

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."

The Philosophy's Department new affiliation with the Bio-Ethics Bowl offers the possibility of new funding liaisons, in particular from pharmaceutical enterprises in and around Silicon Valley. The forthcoming hire in the "Philosophy of Technology" will position us as a venue for ethics of technology issues that arise in local high-tech enterprises.

2b. Significant changes to the program and context

There has been a significant change to the major program. We eliminated the requirement that students take one course from a list of courses all of which were in the ethics, social and political area. We were finding that students were avoiding other courses for grads and majors because of this list and that the list made the major overly complicated.

There have been no significant changes to the graduate program.

3. ASSESSMENT OF STUDENT LEARNING

3a. Program Learning Objectives (PLO)

Listed below are the PLOs of all degree programs. PLOs are evaluated with the WASC PLO Rubric.

The Program Planning Outcomes Rubric may be found at WASC at

<http://www.wascsenior.org/search/site/Program%20Learning%20Outcome%20Rubric%20080430%20>

The national standards for our discipline are to be found at the American Philosophical Association web site:

<http://www.apaonline.org/?page=outcomes&hhSearchTerms=%22learning+and+outcomes+and+assessment+and+Standards%22> This site is listed as the standards location for Philosophy

by the National Institute for Learning Outcomes Assessment which is found at

<http://www.learningoutcomeassessment.org/collegesuniversityprograms.html#Philosophy>

According to the WASC rubric, we judge our BA Program as "Developed" in the category of Comprehensive List. On the Assessable Outcome category we judge our program as "Developed." On the Alignment category we judge it as "Emerging." In the Assessment Learning category we judge it as "Emerging." In the Student Experience area we judge it as "Developed."

After PLOs we list the matrix of illustrations of where PLOs are covered and assessed.

BA Program

BA PLO'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. [matrix: 70A, 70B or 70C, eight upper division courses: one of which must be from the Phil 190 or Phil 290 series]
- 2) Have the ability to understand texts and oral presentations and to identify and critique the arguments expressed in these texts. [70A, 70B or 70C, eight upper division courses: one of which must be from the Phil 190 or Phil 290 series]
- 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. [the logic requirement and, 70A, 70B or 70C and the eight upper division courses: one of which must be from the Phil 190 or Phil 290 series]
- 4) Have an understanding of the demands of responsible citizenship and an understanding of how to make and defend ethical choices. [70A, 70B or 70C, and eight upper division courses: one of which must be from the Phil 190 or Phil 290 series, for example 108]
- 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. [70A, 70B or 70C, and the eight upper division courses: one of which must be from the Phil 190 or Phil 290 series, for example, 119]

There were no changes since the last program review.

MA Program

Again, the national standards for our discipline are to be found at the American Philosophical Association web site:

<http://www.apaonline.org/?page=outcomes&hhSearchTerms=%22learning+and+outcomes+and+assessment+and+Standards%22>

According to the above-mentioned WASC rubric, we judge our MA Program as Developed in the category of Comprehensive List. In the Assessable Outcome category we judge our program as Developed. In the Alignment category we judge it as Emerging. In the Assessment Learning category we judge it as Emerging. In the Student Experience area we judge it as Developed.

MA PLOs:

- 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. [Phil 290, Phil. 291, Phil. 292, and Phil 293 or 157, Comprehensive exam]

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. [Phil 290, Phil. 291, Phil. 292, and Phil 293 or 157, and the requirements for Plan A option 1, Plan A option 2, or Plan B]

3) Have an understanding of the demands of responsible citizenship and an understanding of how to make and defend ethical choices. [Phil 290, 292, and comprehensive exam]

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. [There is a strong interest in these issues in our department and so they are well represented in our graduate courses. Faculty who have published widely in these areas include: Brown, Manning, Mou, Lott, Sanchez, Stemwedel and Vaidya. Whenever they offer seminars these interests are reflected. Some of adjunct professors also have offered seminars reflecting these interests, for example Williamson.]

5) Be able to teach and assess all these skills and competencies at the lower division undergraduate level. [MA students almost always either have an ISA position in which they are trained as teachers or a TA position in which they teach their own class under supervision, or both. Each ISA and TA is assigned a supervisor who assesses their skills at the end of the semester and reports to the chairperson for that committee.]

There were no changes since the last program review.

3b. Map of PLOs to University Learning Goals (ULG) [ULG are taken from http://www.sjsu.edu/about_sjsu/mission/

Our PLOs that map onto University Learning Goals (ULGs) are specified below in brackets

1. Specialized Knowledge
 - o Depth of knowledge required for a degree, as identified by its program learning outcomes. [BA, all, but especially 1,2; MA, all, but especially 1]
2. Broad Integrative Knowledge
 - o Mastery in each step of an investigative, creative or practical project (e.g. brainstorming, planning, formulating hypotheses or complex questions, designing, creating, completing, and communicating). [BA, all, but especially 1, 2; MA, all, but especially 1]

- An understanding of the implications of results or findings from a particular work in a societal context (e.g. social or economic implications of a scientific finding). [BA, all, but especially 4, 5; MA, all, but especially 3,4]
 - Students graduating with a baccalaureate degree will have demonstrated an understanding of critical components of broad academic areas, the arts, humanities, social sciences, and sciences and their integration. [BA, 1,2]
3. Intellectual Skills
- Fluency in the use of specific theories, tools, technology and graphical representation. [BA, all, but especially 1,2,3; MA, all but especially 1,2,3]
 - Skills and abilities necessary for lifelong learning: critical and creative thinking, effective communication, conscientious information gathering and processing, mastery of quantitative methodologies, and the ability to engage effectively in collaborative activities. [MA, all, but especially 2]
4. Applied Knowledge
- The ability to integrate theory, practice, and problem-solving to address practical issues. [BA, all, but especially 3,4,5; MA, all, but especially 3,4,5]
 - The ability to apply their knowledge and skills to new settings or in addressing complex problems. [BA, all, but especially 3,4,5; MA, all, but especially 3,4,5]
 - The ability to work productively as individuals and in groups [BA, all, but especially, 3,4,5; MA, all, but especially 2, 4, 5]
5. Social and Global Responsibilities
- The ability to act intentionally and ethically to address a global or local problem in an informed manner with a multicultural and historical perspective and a clear understanding of societal and civic responsibilities. [BA, all, but especially 1, 4, 5; MA, all, but especially 2,3,4]
 - Diverse and global perspectives through engagement with the multidimensional SJSU community. [BA, all, but especially 5; MA, all, but especially 4]

3c. Matrix of PLOs to Courses

We showed this above in brackets after each PLO listed which courses support and assess the PLO. [See 3a]

3d. Assessment Data

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 for the BA has five aspects. First, we do a holistic assessment of individual students to track how well they are mastering the SLOs. These assessments are carried out in annual department meetings. Second, we annually assess our programs as a whole in curriculum and department meetings in terms of how well curriculum plans meet our SLOs. Third, we assess student outcomes through tracking post-graduate success using on-line surveys and web-based research. Fourth, we post and use a common set of guidelines through writing philosophy papers. We also assess the major through distribution of our four prizes.

First and Second Aspects: 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) and thereby 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 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.

Third Aspect: we assess student outcomes through on-going research and keeping a record on student post-graduate success. These results are posted on a yearly basis in the department newsletter, cumulatively collected, and recently significantly enhanced through online research. See the appendix "Alumni Accomplishments." We also do an alumni survey every five years. See the section on the alumni survey for details on the most recent survey.

Fourth Aspect: In 2009 we instituted a common set of detailed instructions on writing a philosophy paper. In the Spring of 2010 we reviewed sample papers to assess the success of this effort. On the basis of that assessment, we further refined the set of instructions. The instructions are posted on our web page as Guidelines for Writing Philosophy Papers at

<http://www.sjsu.edu/philosophy/resources/> Faculty are periodically reminded of this set of common instructions.

Fifth Aspect: One way that we assess our BA and MA programs every year is through the decision process involved in distributing our department prizes. Our prizes are:

The Temple Prize: an award that has been funded by an anonymous donor, and it provides an annual award of (currently) \$400 to be given to a student enrolled in a philosophy class who wrote an outstanding philosophical paper in the junior year. (This applies to Goal #1, but only for the BA program]

The Herman Shapiro Memorial Scholarship Fund was created by Mrs. Charlotte Shapiro. The award is made each year to a student who is a declared philosophy major who has achieved junior, senior or graduate standing, with a GPA of at least 3.0 at the time they are considered for the scholarship. [This applies to assessment of Goal #2 for both BA and MA]

The Lydia A. and George V. Pinto Scholarship. In the Spring of 1992, George Pinto, a philosophy M.A. graduate, established in the name of his parents. An annual award of \$250 is to be made in the Fall term of each year to a graduating senior planning to study philosophy in graduate school to help defray the costs of applying to graduate programs. In addition, the student who receives this award must demonstrate “a love for Philosophy, involvement in the community, and a commitment to social justice.” [This applies to assessment of Goal #3, only applies to the BA program]

Ruth Manor Prize in Logic. This prize is named after Ruth Manor who taught logic at San Jose State. She passed away in 2005. The prize is given to promising logic students who plan graduate work. [This applies to assessment of goals #2 and #3 for both BA and MA]

Our assessment of the M.A. Program has the same five aspects.

3e. Assessment Results and Interpretation

Here, we evaluate if students are consistently achieving PLOs upon graduation, how SJSU students in program compare to students in comparable programs, and if students have a positive academic experience in the program and at SJSU.

Changes in student composition (i.e. SAT/eligibility index, URM/Non URM status has not been significant.

We assess that students are consistently achieving PLOs on graduation. This was discussed in the previous section.

On the question of whether students have a positive academic experience in the program at SJSU we refer to the alumni assessment survey referenced in this report below in 3f. The response to this survey has been overall highly positive.

As we discovered in our last program review, 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.

A second result is that we determined that our students have a strong need for a specialist in Philosophy and Technology. We therefore decided to prioritize a tenure track position in this area. We received the position and filled it.

MA Program. As with the BA Program, we assess student outcomes through doing on-going research and keeping a record on student post-graduate success. These results are posted on a yearly basis in the department newsletter. See the section “The data from our Ongoing Effort to track our Graduates in 3f” after the alumni survey data. See also the appendix on alumni successes for details. Through this method, for example, we know that currently at least nineteen of our students are in PhD programs in philosophy.

3f. Placement of Graduates

We did a survey in February and March 2015 of the students in both programs. We had 15 responses of which 10 were BA and 6 were MA. Three of the MA students also received a BA from our department. The answers ranged over the decades: 1 from the 1960s, 2 from the 70s, 1 from the 80s, 2 from the 90s, 5 from the 00s, and 3 from the 2010s. Those who are working describe their jobs as: SEO Manager at Optimizely; Holy Redeemer Lutheran Church Pastor; Principal Partner, California Strategies; City Year Boston-Ameri Corps member; Faculty CSU Bakersfield; Business Analyst @ DGA Security Systems; Seton Hall – Lecturer; Senior Assistant Dean, Santa Clara University; Psychiatrist; and retired mechanical engineer. Several

are currently engaged in further education listing the following: Philosophy / University of Rochester and Saint Louis University / Ph.D. Program; California Institute of Integral Studies-Philosophy; Philosophy/New School for Social Research/ PHD; University of Georgia School of Law; Combined child and adolescent psychiatry fellow. Below are found all of the responses we have received.

Several alums described their experiences after graduation and in the work world:

<p>This May I am graduating from the University of Rochester with a Ph.D. in Philosophy. On June 1, 2015, I begin a two-year postdoctoral research fellowship at Baylor University, as part of the Nature and Value of Faith project. Presently I have a visiting dissertation fellowship at Saint Louis University, as part of the Philosophy and Theology of Intellectual Humility Project. In 2010 I graduated with an M.A. in Philosophy from UC Santa Cruz.</p>
<p>Worked briefly in retail (Apple Store) for 1.5 years. Returned to SJSU to pursue a second bachelors in Software Engineering and started Spartan Mambo, now the top ranked college salsa team in the country. Dropped out of school to do Internet marketing for a tech startup in Sunnyvale (Become.com). Started and sold an affiliate marketing business for \$25K. Took on a marketing lead role at EntirelyPets.com in Union City. Just started as the SEO Manager at Optimizely in SF.</p>
<p>In June 2014 I earned a PhD from the Universities of St Andrews and Stirling in Scotland. I am currently on the academic job market.</p>
<p>Attended Christ Seminary - Seminex and received a Master of Divinity degree. Married with one child and two grandchildren. In present pastorate since 1991. Recipient of Gertrude Welch Ecumenical Award and Richard Peterman Good Steward Award. Multiple time president of California Council of Churches and of Council of Churches of Santa Clara County. Engaged in workers' rights activities.</p>
<p>Peace Corps Volunteer Director, State Senate Budget Committee ED California Energy Commission Chief Deputy Director of the State Department of Finance ED California Public Utilities Commission CEO, Woodside Natural Gas of California Principal Partner, California Strategies (Consulting/Advocacy Firm with 9 offices in California)</p>

I worked for a while as a HS teacher, while pursuing fine art photography. I was also a curator for a non-profit gallery.
After graduating, I worked at a middle school in Santa Cruz, CA in the administration department and realized my love for education so I decided to join AmeriCorps and do a year of service with City Year in Boston, Massachusetts.
Attended MBA program at University of Connecticut from 2011 to 2013
Since graduating from SJSU, I have been in New York pursuing my PhD in philosophy at the New School for Social Research.
Since graduation, I've travelled extensively (Asia, North, South and Central America, Europe, several States in the Union), gotten married, bought a home and wondered how time can go by so quickly.
I graduated quite a few years ago, and I must thank my instructors and orals committee for their generous help and appraisal of my thesis. I wanted to teach philosophy at one time, but found the possibilities rather remote. I still wonder about "The Free Will Question" which was the essence of my thesis in 1996. I am enjoying retirement, and since there has been a "heating up" of global affairs throughout the planet, I have switched my casual reading list from the philosophical to books on terrorism, politics, and American involvement in the Middle East.

To the question: Is this the personal path you envisioned? the answers were:

Yes--at least, it is the path I'd hoped for.
Nope.
Yes, though I imagined I would get a job faster.
Yes. Always wanted a life of public service. Prior to leaving SJSU, I served as President of the Student Body both at Campbell High School and San Jose State.
I'm working as a writer and photographer, but my real goal is to teach philosophy.
While I was studying at SJSU, I was torn between the idea of pursuing law or education in the public school sector. I was not sure which I was more passionate about, I made my decision

after graduation.
Not at all. I earned my BA in 1972 (your form above has 1973 twice, so I chose the earlier one!) and MA in 1979. When I returned for my MA I had no thought of going into teaching. I just felt my brain was atrophying without philosophy. I began teaching with just a couple of courses, first at Bakersfield College (one course) and then at Portland C.C. (one course) in 1980-1. After working several years for a civil engineering firm here in Bakersfield and feeling like this was not really for me, I pursued teaching in earnest in 1986. After a few years and with the encouragement of my colleagues, I entered a PhD program at Claremont Graduate University in 1990 and completed my studies in 1995. A few years later I landed a tenure-track position at CSU Bakersfield.
Mostly Yes
It is pretty darn close.
Not at all. Didn't give much thought to a career trajectory once I determined being a professor was not what I wanted.
Yes. I made the decision that I would attend law school when I was at SJSU.
Yes
I always knew I wanted to be retired! My thoughts of applying my philosophy degree to any vocation were rather arbitrary throughout most of my past years of study. Since I now have the time, I get to read the classics (Tolstoy, McCullers, Hemingway, Dostoyevsky) as well as books on current events. I also like to keep up on issues in cosmology, and astronomy.

To a question on courses that may have shaped the student:

All my courses and professors shaped me. I'm not sure I can single out any in particular.
The logic and critical thinking taught in my Philosophy courses has been very useful in the business & marketing world, especially with the current trend towards data-driven marketing.
Professor Rick Tieszen was so kind and patient with me. I met with him often, and he helped me get on a path to the PhD. Moreover, the subject of my dissertation was formed in his Advanced Logic class.
Professor Burdick headed my MA committee and was my principal advisor in my Master's

<p>program. He was very influential in my thinking and instilled an analytical way of thinking that has always be central to my thinking.</p>
<p>Metaphysics with Dr. Herman Shapiro.</p>
<p>Professor Bill Shaw was a great mentor to me. I had the pleasure of taking a few of his classes and his passion and knowledge really inspired me to pursue my passions as well. He is a tremendous professor who really helped me during my time at SJSU in the Philosophy department.</p>
<p>Two classes really stand out: I was discouraged with philosophy during while working on my BA, but when I encountered Dr. Peter Koestenbaum for an existentialism class, I knew I found my niche. He was a magnificent instructor, and I took more courses from him as a grad student. A second strong influence was taking a couple of grad courses on phenomenology from Dr. Herman Shapiro. He had a strong influence on my philosophical commitment and chaired my MA thesis committee. I owe him a great debt that I can repay only by trying to do my job as well as possible.</p>
<p>Yes; The entire philosophy department changed my life - an amazing group of individuals. Peter Hadreas, Anand Vaidya, Richard Schubert, Carlos Sanchez, Richard Tieszen and many others went above and beyond to help me out; though if I had to limit the list I'd say Dr. Hadreas and Dr. Vaidya have been amazing supporters of my goals.</p>
<p>I enjoyed the independent studies experience with Gary Albright. He let me follow my intellectual curiosities about Spanish philosophy. Curiosities that couldn't be satisfied in my undergraduate experience as no thinker whose first language was Spanish (like me) was in the curriculum or anyone's research program. It helped me see that philosophy in my mother tongue was not only possible but had made a significant contribution to the Western tradition. Thanks, Gary. I still read texts to this day.</p>
<p>Yes. Philosophy of Law with Professor Rita Manning.</p>
<p>Dr. Carlos Sanchez</p>
<p>Dr. Waterhouse held many seminars which I found enthralling. Most of them were on Epistemology and Metaphysics and included studies on the nature of time and space. Dr. Hadreas was also very gracious in helping me with my thesis.</p>

To a question on the curriculum:

<p>The content is good--a balance of continental and analytic courses is great. While at SJSU I took continental and history courses almost exclusively, but now I work almost exclusively in analytic philosophy. In the past I might have preferred more continental courses, though now I might prefer more contemporary, mainstream analytic courses.</p>
<p>I enjoyed all of the classes that I took.</p>
<p>I think the philosophy department does a great job with their MA program. They really worked with me to help me get what I wanted out of that time.</p>
<p>I never really worked at my undergraduate degree, but did enjoy the challenges in philosophical thinking. Of course, I found the background in philosophical thought very useful in understanding the origins political waves in history. My Master's work was completely absorbing, and I have always found that background useful in all aspects of my professional career. For example, to understand the progressive movement in California was essential to understanding what the California Public Utilities Commission was set up to do and how well it does it today.</p>
<p>It was the correct courses in Greek and Existentialist, but did not include coursework for my current direction in Indo-Tibetan thought.</p>
<p>I believe the diversity of the courses I took were the right blend for me. I was able to explore many different areas of philosophy that really helped me grow as a scholar and have helped me become a good educator.</p>
<p>I thought they were fine. I had a great number of choices and the faculty members were approachable, knowledgeable, and helpful at all times.</p>
<p>The program is amazing. The balance of continental and analytic has set me up amazingly for my current research (loved the existentialism and phenomenology course, the Plato course, the Aristotle seminar, the Spinoza seminar, the early Heidegger class, the Kant/Husserl Course).</p>
<p>The MA curriculum was OK. It covered the breadth nicely and gave some options for electives. The latter was critical to me as I wanted to study with Gary, as described above. Would have been nice to include some thinking outside the traditional canon.</p>
<p>I think the courses were appropriate, but certainly not enough for one to call one's self a</p>

"Master of Philosophy". Perhaps suggestions I would give might include classes or seminars in FEMINIST PHILOSOPHY, RACIAL ISSUES AND IMPLICATIONS, POLITICAL PHILOSOPHY OF INTERNATIONAL RELATIONS, TECHNOLOGY AND THE FUTURE, and maybe something like: AMERICA: A BRIEF HISTORY OF THE FUTURE.

To a question on recommended courses:

As I recall, there was a joint, upper division course in metaphysics and epistemology, but no course in just either. I think they are worth teaching separately at greater length and depth.
It would be very valuable to partner with the Business department and teach a vocational course about how to use your background in Philosophy to succeed in the business world.
Yogacarin Buddhism. I studied it at CIIS, and it completely changed my thoughts about the nature of reality.
I wish during my time at SJSU I would have been able to take a course on Latino Philosophy. During my time at SJSU such course was not offered. [It is now: TL]
Marx, Western Marxism, more Phenomenology. [Currently a course on Marxism is being taught, TL]
Hispanic metaphysical tradition: Suarez, Ortega y Gasset, Zubiri. That would have been cool. And their successors in Latin America. Ellacuria, for example. [y Gasset has been taught recently, TL]
Mortimer Adler published copiously on philosophy and in my opinion is quite unsung. See: http://www.amazon.com/s?ie=UTF8&page=1&rh=n%3A283155%2Cp_27%3AMortimer%20J.%20Adler. I would have liked to see a course devoted to the UNANSWERED QUESTIONS OF PHILOSOPHY. Perhaps Adler's books could help with that.

To a question on skills:

I began to develop skills in critical thinking and reasoning.
Logic, critical thinking, reading, writing, questioning assumptions, thinking about thinking.
Both Early Greek and Existentialism which I use frequently in my interpretation of Eastern thought.
Studying philosophy taught me to become open minded. It taught me how to have a thirst for

knowledge and it prepared me to have educated conversations with other people.
The ability to focus on serious subjects, to consider a tough issue from various sides, to bring the best reasons one could find to justify any decision or position, and to write as clearly as possible. All of these skills need constant work, but the basics for all subsequent improvement was formed at SJSU.
Research, writing, reading, the whole gamut.
As mentioned above, the appreciation for the process of inquiry and the importance of reason in decision making. I also took away the importance of understanding and acknowledging the first principles and assumption underlying all claims. The big picture is important.
Creativity, critical thought, analytics, reading comprehension...
Logic is always important- primarily traditional logic.

Additional comments

I look back on my time as a Philosophy student at SJSU very fondly! Also, I would enjoy receiving the department newsletter, if possible.
Go Spartans!
The philosophy department at SJSU was a very special place for me.
SJSU properly prepared me for entry into the Asian and Comparative Studies program at CIIS.
Not that I can think of. Thanks for reaching out.
Amazing department, all of you deserve a raise.
Glad the department has made a tenure-track hire focusing on the Hispanic tradition.
If possible, could somebody in the department please turn back the clock whenever I request, so that I may re-read things I missed or have forgotten. If time could be erased and re-written, there would never be any mistakes in the end, only much more pain and embarrassment along the way!

Data from Ongoing Project to Track Our Graduates

We have collected substantial and extensive data on alumni over many years and posted this information in the department newsletter and cumulatively in the appendix on Alumni Accomplishments. Old issues of the newsletter may be found on our site at http://www.sjsu.edu/philosophy/News_Events/ In the 2010, 2011, 2013 and 2014 issues [the 2012 issue is missing] we found and described grads in the following jobs and educational situations: nineteen in PhD programs in Philosophy, thirteen professors of Philosophy, five adjunct professors in Philosophy, three attorneys, three Psychology professors, two K-12 teachers, and one each of the following: professor in Social/Environmental Psychology, cofounder of a medical devices firm, County Circuit Court Judge, teacher and “Math Magician,” student at a law university, law partner on corporate governance, therapist, a deputy secretary, college admission consultant, CIA agent, PhD program in Public Policy, PhD program California Institute of Integral Studies, copy editor, Professor in Communications Studies, computer maintenance technician, labor relations specialist, registered nurse, doctor, pastor, PhD program in Sociology, and working on BA in paralegal studies.

More extensive data has been incorporated into the appendix on Alumni Accomplishments. LinkedIn pages, which typically list educational accomplishments along with current occupation has provided a primary source of information. Former students also often post resumes and vitas on the web in other locations.

G.E. Portion of Program Assessment: Part I [Since there is no provision for this in the matrix we have been provided for this document we will also send this information by separate attachment with the Program Plan packet(s) from the Philosophy Department. Part II will also be sent by separate attachments exclusively.]

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. Most of our FTES comes from G.E. courses. 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. The Philosophy Department offers courses in the following areas in General Education.

All the G. E. courses taught in the Philosophy Department are supervised by a course coordinator. The course coordinator's duties follow: 1) to collect and review the syllabi of all the sections of the particular course they oversee, ensuring that the SLO's for the course in question are specified in the course syllabus as well as manifested in the schedule of topics; 2) to review the written statement(s) of at least one peer review per section, informing the instructor and departmental chair if G. E. requirements are not fully addressed; and, 3) to solicit feedback from the instructor of record of sections overviewed as how the courses' SLOs may be further addressed as scholarship in the course develops and as online and technological resources advance.

Core:

Phil 9: Mathematics and Logic for G.E. B4

Phil 10: Introduction to Philosophy C2

Phil 12: Philosophy of the Person E

Phil 57: Logic and Critical Reasoning A3

Phil 61: Moral Issues C2

Phil 66: Introduction to Aesthetics C1

Phil 70A: Ancient Philosophy C2

Phil 70B: Modern Philosophy C2

Advanced:

Phil 104: Asian Philosophy V

Phil 110: Science, Technology, and Human Values V

Phil 133: Ethics in Science V

Phil 134: Computers, Ethics, and Society V

Phil 160: Philosophy of Science R

Phil 186: Professional & Business Ethics S

The department's G.E. curriculum contributes fundamentally to San Jose State's Mission. It enriches the lives of students by introducing them to great philosophical thinkers of the past as well as contemporary trends in philosophy. It transmits knowledge basic to our cultural and intellectual self-understanding. It teaches such crucial intellectual skills as analytical reading, argument assessment, and critical and argumentative writing. It teaches students

how to think creatively by training them to question assumptions and pursue solutions to problems imaginatively and constructively. The G.E. curriculum advances all of the University Learning Goals.

- (1) **Specialized knowledge.** This goal is addressed through courses that deal with the history of philosophy, for example Phil 70A and Phil 70B, courses in critical thinking and logic, as well as courses focuses on specific traditions in philosophy, for example Phil 104, Asian Philosophy.
- (2) **Broad integrative knowledge.** This is addressed specifically in Introduction to Philosophy, Introduction to Aesthetics, Philosophy of Science, Asian Philosophy, and the History of Philosophy sequence. Students in values-oriented courses, for example Ethics in Science and Computers Ethics and Society are encouraged to understand the implications of the theories discussed in a contemporary societal context. The writing of philosophy papers encourages mastery of each step of the creative process: brain-storming, planning, development of a hypothesis, argumentation, and communication.
- (3) **Intellectual skills.** The intellectual skills of cogent and clear communication along with critical inquiry are goals of all philosophy courses. Although implicit in all of the Philosophy Department's G. E. offerings, clarity of expression and critical inquiry are the explicit subject matter of Logic and Critical Reasoning, Phil. 57, several sections of which are offered by the department each semester. This course is supported by the Philosophy Center, a tutoring center staffed by advanced B.A. and M.A. students. The university wide goals of effective communication and conscientious information gathering and processing are stressed in the writing component of all of our GE courses and are reflected in our common Guidelines on How to Write a Philosophy Paper posted on our web site.
- (4) **Applied Knowledge.** The ability to integrate theory, practice, and problem-solving to address practical issues is a prominent aspect of all of our value-oriented courses, for example in Business and Professional Ethics, which is based to a large extent on application of theories to cases. "The ability to apply their knowledge and skills to new settings or in addressing complex problems" is also addressed in this way. It is common in our GE courses for students to work in groups as well as individually. For example, in an Introduction to Philosophy class they may engage in small group discussion or present a group project to the class.
- (5) **Social and Global Responsibilities.** A multicultural and historical perspective is required uniformly in the Student Learning Objectives of Philosophy's G. E. Courses. For example, Introduction to Philosophy includes materials on Asian and other non-western philosophies. This is also true for Introduction to Aesthetics, and Professional and

Business Ethics. The Philosophy Department, in general, has a very strong focus on ethical theory. Courses that address issues in social and global citizenship through the multifold perspectives of ethical theory and cases include Social and Political Philosophy, Professional and Business Ethics, and Science, Technology, and Human Values.

Part II will be sent as separate attachments.

4. PROGRAM METRICS AND REQUIRED DATA

4a. Enrollment, retention, graduation rates, and graduates

Here we describe trends in new freshmen and transfer enrollments, 1st year retention rates, graduation rates, and number of graduates from our programs. We report numbers for total, URM, and Non-URM populations and compare your numbers to college and university averages any. We also compare 6-yr graduation rates for first-time freshmen to the 2015 university targets of 51.6%, 47.8%, and 53.2%, for total, URM and Non-URM populations.

From Fall 2010 to Fall 2014 the group of applied and admitted went from 40 to 53 to 58, to 51, and then 45. The admitted went from 20 to 33 to 35, to 34 and then 30. The enrolled went from 5 to 5, to 3, to 2 and then to 6. All of the enrolled were from the under 19 group went from 5 to 5, to 3, and then to 5. The admit rate was 50%, 62%, 60%, 67% and then 67%. The show rate was 25, 15, 9, 6 and then 20.

Retention rates. We will give the Fall of 2013 rates as they are the most recent available. The number of freshmen entering was 2. The number of undergraduate transfers was 10. The first year retention rate was 0 for the freshmen, as it was for the college, but was 50% for the university. The undergraduate transfer 1 year retention was 80% for the department, as it was for the college. The university was 90%. For the entering freshmen, both were female; one was Asian and one was Hispanic. For the undergraduate transfers, two were female and 8 were male. The female one year retention rate was 50%, as it was for the college. The male was 87.5%, as it was for the college and the university. The ethnicity was one Black, two Asian, two Hispanic, four White, and one Other. The one year retention rate total was 80%, as it was for the college. All ethnicities at the transfer level were 100% retained except for the Asians where it was 50% (i.e., one student was not retained.)

The six-year rate of graduation rate for the major (first time freshmen, of which there were three) was 33.3%, which is the same as the college rate but not up to the university rate of

66.7% or the university target of 51.5%. This cohort was all male, of which two were White and one Black. The five-year undergraduate transfer student (of which there were eleven) graduation rate was 63.3%, which was the same as the college rate, but under the university rate of 72.7%. However, it was over the university target of 51.6%. This group consisted of six females and five males. The graduation at five years for the females rate was 66.7%, and for the males, 60.0%. In terms of ethnicity, there was one male and one female American Indian, one male and one female Asian, one female Hispanic, one female and three males White, and two female Other. The American Indian male did not graduate. 66.7% of the Whites graduated. All the rest graduated, except for one of the two female Others. This is *above* the target university graduation rate of 47.8 URM.

4b. Headcount in sections

Here we describe trends in average section size, and compare numbers to college and university averages.

In looking at the actual number of course sections taught, these increased somewhat between the previous and the current period of review. (In all statistics here we give only Fall numbers since Spring numbers are comparable.) All numbers are now in the 60s, e.g. 62 for 2010, 64 for 2011, 68 for 2012, 66 for 2013 and 67 for 2014. At the lower division level the numbers moved from 25 in Fall 2011 to 27 in 2012, 27 in 2013, 29 in 2014, and 28 in 2015. Upper division went from 33 in 2011, to 30 in 2012, to 36 in 2013, to 34 in 2014, to 35 in 2015.

Graduate sections offered did not similarly go up but went up and then down from 4 in 2011 to 7 in 2012, to 5 in 2013, to 3 in 2014, to 4 in 2015. The number of graduate sections was generally reduced from the previous period of review.

The average section size from Fall 2010 to Fall 2014 was 42.6, 39.8, 40.5, and 40.7. (As above, since Spring numbers were comparable we will just give Fall numbers here. Data for Summer numbers stopped in 2008.) Average class sizes above 40 have existed in five out of six of the most recent reported years, whereas numbers in the period 2003-2008 were under 30 and in 2005 were at a low point of 25. Lower Division courses were somewhat larger than Upper Division at 46.2, 49.1, 48.2, 43.4 and 43.9. Upper Division class size averaged 43.8, 39.3, 39.4, 40.9, and 42.1. Graduate section averages went from 10.2 to 6.6, 6.6, 7.3 and 6.0.

4c. FTES, Induced Load Matrix

We describe trends in program FTES and the Induced Load Matrix. We discuss composition of FTES with respect to program majors, new students, and graduating students. We are unable to state enrollment in minors since no statistics are available for this. We do not have FTES for service courses but it would be substantial. The next paragraph would give relevant data. Our largest service course is our Professional and Business Ethics GE course, Phil 186, which is required for Business majors.

For the Fall of 2014 the Induced Load Matrix showed that 2,728 seats were filled of which 1,230 were Lower Division, 1,474 upper division and 24 graduate. The largest component from any college, as in the past, was Business, which accounted for 920 seats, most of whom were upper division, at 703. Other largish components included ASA at 281, ENGR at 231, HA at 348, SCI at 252, SSCI at 349 and UGS at 315. Our smallest impact is in EDUC at 31.

The College of Humanities and Arts Induced Load Matrix for Fall 2014 is Lower Division 132, Upper Division 175, Graduate 16, Total 323.

4d. FTEF, SFR, Percentage T/TT Faculty

We describe trends in FTEF and SFR in the program, and calculate the current percentage of tenured/tenure-track (T/TT) faculty to total FTEF. We explain significant deviations from the college and university averages.

From Fall 2010 to Fall 2013 (for which records are provided) we find SFR to be very high and rising somewhat. Overall for those years it was 33.3, 31.8, 31.1 and 35.8. This is higher than college and university averages because we offer many large section courses that meet GE requirements. The trend in FTES was 531.2, 513.8, 552, and 529.9. Generally LD was lower than UD, except for 2012. The FTEF was 16, 16.2, 17.7 and 14.8.

T/TT Instructional Faculty Percentage

We have been asked to calculate T/TT instructional faculty percentage following these instructions: from www.iea.sjsu.edu/Faculty/default.cfm#Dept, select your department. Under "Instructional Faculty – FTEF", select "by Tenure Status". Add together "Tenured" and "Probationary" numbers, and divide sum by "Total".

Eleven tenured and probationary divided by twenty-three "total" equals: .435 for T/TT instructional faculty percentage.

5. PROGRAM RESOURCES

5a. Faculty

We list faculty and their specializations. In some cases the list of specializations has been updated here as opposed to our web page. The year given is the year of arrival at SJSU.

Tenured 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.

Peter J. Hadreas, Chair (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.

Thomas W. Leddy (1983) Ph.D., Boston University (1983) Philosophy of Art, Aesthetics, Ancient Philosophy, Plato, Nietzsche, American Philosophy.

Tommy L. Lott (1991) Ph.D., University of California-Los Angeles (1980) Modern Philosophy, Social and Political Philosophy, African American Philosophy.

Bo Mou (2000) Ph.D., University of Rochester (1997) Philosophy of Language, Metaphysics, Chinese Philosophy, Comparative Philosophy (especially Comparative Chinese-Western Philosophy).

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

William H. Shaw (1986) Ph.D., London School of Economics (1976) Political and Social Philosophy, Ethics, Marx.

Janet D. Stemwedel (2002) Ph.D. Philosophy, Stanford (2001), Ph.D. Chemistry, Stanford (1994) Philosophy of Science (esp. Chemical Theory and Practice), Metaphysics esp. Causation), Ethics of Science, History of Science, Feminist Philosophy of Science.

Anand Jayprakash Vaidya (2005) Ph.D, University of California, Santa Barbara (2005) Epistemology, Philosophy of Mind, Critical Thinking, Theories of Justice, and Comparative Philosophy.

FERPing Faculty

Rita C. Manning, (1985) Ph.D., University of California- Riverside (1982) Ethics, Social and Political Philosophy, Feminism, Applied Ethics, Philosophy of Law.

Richard L. Tieszen (1989) Ph.D., Columbia University (1987) Logic, Philosophy of Mind, Philosophy of Mathematics, Phenomenology.

Part-Time Faculty as of Spring 2015 [Date given, unless otherwise indicated, is date faculty member started teaching as a part-timer. In some instances the date is estimated and thus has a question mark after.]

Fern Alberts, M.A., San Jose State University (

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.

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

Michael Jordan, M.A., San Jose State University (2014)

Anthony Korsund, M.A., San Jose State University (2012?)

Jim Lindahl, Ph.D., University of Western Ontario (received his PhD. 1999) started at SJSU, 1998. Philosophy of Social Science, Cross-cultural criticism, Philosophical Issues in Anthropology (ethics of representation and translation theory)

Tony Nguyen, M.A., San Jose State University, (2010?)

Nathan Osborne, M.A., San Jose State University, (2014)

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

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.

John Wilhelmsson, M.A., San Jose State, (2007)

Kyle Yrigoyen, M.A., San Jose State, (2013)

Professors from Other Departments Teaching in Ours

Chanh 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: Brown, Hadreas, Leddy, Lott, Mou, Shaw. **Associate Professors:** Sanchez, Stemwedel, Vaidya.

Part-Time Faculty. George Pinto has been with us since Fall 1996. Paul Bashaw has been with us since 1996. Dan Williamson has been with us since Spring 1997. Jim Lindahl has been here since Fall of 1998. Lisa Bernasconi started teaching in 1999. Elizabeth Sonnier has been with us since 2005. Janet Giddings has been with us since 2009.

Faculty on the Faculty Early Retirement Program. Rita Manning, Rick Tieszen. Both were Full Professors when they retired.

Faculty Gender and Ethnicity

In the Fall of 2014 and Spring of 2015 there were nine 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). Two of the full-time faculty are women.

All but two of the Full Professors (Brown, Mou) will be eligible to retire within the next five years. Two Full professors have retired in the last year and are now in the Faculty Early Retirement program. The prospect of further retirements among the department's Full Professors could seriously impact the department's coverage of key philosophical subdisciplines.

5b. Support staff

We list here all staff in the department and their functions and we comment on the sufficiency of the staff to support program operations.

We have one administrative assistant, Susan Neuhoff. Several years ago we lost our one half-time clerical position that we filled with student assistants. We currently find some money to hire student assistants to help with photocopying and other faculty needs in our outer office.

We have no technical support staff in our department, but are satisfied with the support we get from the university. All faculty have a computer in their office and high tech phones. We no longer have printers in our separate offices and do all of our printing through the printer in the main office. Most faculty have web pages on the SJSU site and, until recently, were generally satisfied with the functionality and support. However the new OU Campus system has proved to be difficult to use and many faculty have given up on it. Some have migrated to Canvas. Many faculty teach online and we have gotten excellent support from eCampus and Canvas in this. Classrooms are increasingly being upgraded to support various technologies and we have access to a sufficient number of such classrooms to meet our current needs.

We do provide instructional support by way of a tutoring Writing Center, though we have no outside support for this. The Center is staffed by Instructional Student Assistants. In the last ten years, the Center has been open on average for 20-24 hours per week as compared to between 40 and 50 hours in previous years. This year it will be open for 15-20 hours per week. We currently hire three Instructional Student Assistants for the Writing Center.

Many faculty members receive grading help through Instructional Student Assistants. We hire graduate students and advanced majors to act mainly as graders, although, as mentioned above, three currently work in the Writing Center. The usual appointment of an ISA is 50 hours total, or about 5 hours per week. There are currently seventeen ISAs. ISAs are evaluated by the teacher(s) for whom they work at the end of the semester.

5c. Facilities

We here summarize and evaluate classrooms, offices, equipment, and other facilities available for instruction and program operation.

Classrooms are generally adequate and increasingly support the various technologies our faculty are using. There are sometimes problems with air conditioning, heating and functioning of shades in older classrooms. We have also had problems with shortages of chairs, particularly in the Business Classroom building. However the Associate Dean of Humanities in Arts was instrumental in providing more chairs for the Spring semester of 2015.

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, FO 235. This was originally created from a faculty office room. The Conference Room adds 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, Ethics Bowl meetings, and a test center for the comprehensive exams and other tests. It also currently houses the Department's collection of about two hundred philosophy books, fifteen journals, and department copies of Master's Theses.

FO 104, shared with the English Department and the Humanities Department, is still (technically) available to us for larger department functions such as all-department meetings, and department colloquia. However, we have not used it in a long time. 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.

FO 231 continues to be used as our Writing Center. (The function of the Writing Center is discussed in 5b.)

A large advantage of our long-lasting presence on the second floor of F.O.B. is that we are able to see each other regularly in the hallways and have centralized access to the resources in the main office. In short, the Philosophy Department has a physical place. However, the Faculty Office Building is an aging facility. We continue to have especially acute problems with heat and air conditioning.

We have no equipment budget as such. However, we have been informed that we will soon be getting new office computers. We have a contract for the photocopy machine and expenses for this come out of our general fund.

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 <http://libguides.sjsu.edu/philosophy> The page gives access to the *Philosopher's Index*, a *Bibliography of Asian Studies*, and many full-text sources, including *JSTOR* and *Muse*.

Until recently we could say that more and more articles and more and more journals are available electronically. However, with the failure of CSU to reach an agreement with the major journal publisher Wiley, we have lost access to current and future issues of at least ten journals out of twenty...about half of our journals. Librarians assure us that we will be able to get articles we want from these journals within one to eight hours through "Get it Now" or possibly from other databases to which the library does subscribe. It is not clear at this time what the impact of this decision will be or whether a contract will finally be ironed out with Wiley.

Many books that the department would like are not available because of increasingly limited book-buying budgets. A quick look at the shelves will show that there was a fairly dramatic drop in book purchases beginning in the 1980s. In short, as far as physical books go, the library is very poor.

It appears that the library has been diverting more resources away from physical books to e-books. This move to e-books, although possibly inevitable, may be premature since empirical studies show that physical texts still have advantages over e-books, for example that students concentrate better when using print books. See

<http://www.newrepublic.com/article/120765/naomi-barons-words-onscreen-fate-reading-digital-world>

Many faculty, including many who like to use electronic articles, find e-books cumbersome and often find themselves forced to get printed copies either through LINK or personal purchase to prepare for their classes and do research.

Another looming issue concerns plans by the library to remove large numbers of books from stacks on the 7th and 8th floors and place them in the basement. This would make books even less accessible for browsing. The department is also concerned about recent talk by librarians of de-acquisition of older books without sufficient input from faculty. These issues are currently

being discussed in the Faculty Senate and there has been movement in a more positive direction.

6. OTHER STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND CHALLENGES

Faculty, alumni, or student accomplishments in the Last Five Years

Faculty Accomplishments:

Department Conferences: We have sponsored several conferences over the past five years. These include the, 10th Annual Philosophy Department Conference “Phenomenology” May 1, 2010 (organized by Carlos Sanchez); Annual Alumni Conference, 2011, featuring papers entirely by alumni of our department who are currently teaching in philosophy (organized by Prof. Leddy); 13th Annual Philosophy Department Conference “Aesthetics, May 4, 2013 (organized by Prof. Leddy); and the 21st Annual Conference of the Society for Philosophy in the Contemporary World, July 18-22, 2014, organized by Prof. Sanchez.

Center for Comparative Philosophy. The Center has put on a number of conferences and symposia including most recently a symposium on “Yi-Jing Philosophy and Contemporary Philosophy and Society,” April 4, 2013. Most recently we had “Buddhism in Conversation” a Day Long Symposium, May 2, 2015 organized by Prof. Vaidya.

The Center for Comparative Philosophy ('the CCP' for short) is an Organized Research Unit of San Jose State University established in 2007 that aims at promoting and enhancing the research and scholarship in comparative philosophy, the concerns of which cut across different disciplines as well as different areas of philosophy, for the sake of contributing to the academic mission of SJSU and the international scholarship of comparative philosophy.

Comparative philosophy considers philosophy in a global context and emphasizes the constructive engagement of distinct approaches, visions, points of view, and resources from various philosophical traditions and styles/orientations of doing philosophy: how, via reflective criticism and self-criticism, they can learn from each other and jointly contribute to the common philosophical enterprises and/or a series of common concerns and issues of philosophical significance. The CCP pursues the foregoing goal through a variety of academic activities that include, but are limited to, sponsoring the annual CCP Lecture Series, organizing workshops and conferences, and coordinating relevant international academic cooperation and exchange. The CCP is the first organized research center that has been formally established for comparative philosophy in the US, especially with regard to comparative philosophy understood in a broad way. The CCP philosophy faculty has an extensive representation of various philosophical traditions and styles/orientations of doing philosophy (Africana and African-American philosophy, Chinese philosophy, Indian philosophy, Latin-American philosophy; analytic philosophy, 'Continental' philosophies; feminist philosophy; etc.). They emphasize their constructive engagement and joint contribution to the common philosophical enterprise.

SJSU is located in the dynamic Bay Area and at the core of the Silicon Valley. The CCP enjoys a rich network of resources with respect to its ideological, cultural and international connections

The new director of the Center gives the following description of current activities: The Center for Comparative Philosophy, under the directorship of Anand Vaidya, will be enlarging its focus from constructive engagement across traditions to collective enrichment in the public sphere. That is there will be an increased focus in the CCP on issues in public philosophy, such as civil rights, immigration, and critical thinking. To support this effort, on May 2, 2015 the center will be hosting a conference on comparative philosophy that includes these topics, as well as topics on Logic, Epistemology, and Animal Rights. Going forward the CCP intends to have one Annual conference, and it seeks funding from the APA to set up a multi-university conference on 'inclusion in philosophy'. Potential participating institutions include: CSU, San Francisco, CSU, Fullerton, and Colorado State University. In addition, the CCP will be seeking Venture Capital funding to support its growth over the next five years. The Associated journal, Comparative Philosophy is described below:

Comparative Philosophy: The Journal

Comparative Philosophy: An International Journal of Constructive Engagement of Distinct Approaches toward World Philosophy

ISSN 2151-6014

Comparative Philosophy is a peer-reviewed, open-access international journal of philosophy, with emphasis on the constructive engagement of distinct approaches to philosophical issues, problems, themes from various philosophical traditions/styles/orientations of doing philosophy for the sake of their joint contribution to the common philosophical enterprise, and/or on general theory and methodology of comparative philosophy.

Comparative Philosophy is an independent international academic journal. The International Editorial Board consists of its Advisory Board and its Editorial Committee. The Journal is published in English on the World Wide Web by the Center for Comparative Philosophy and the University Library at San Jose State University, California, USA. It has a web page at <http://scholarworks.sjsu.edu/comparativephilosophy/> Professor Bo Mou, Department of Philosophy, SJSU is the editor. The journal is entirely on-line and open to the public. The current issue is Volume 6, Issue 1 (2015) Celebrating the Fifth Anniversary of the Journal. It features ten articles.

Center For Ethics

The Center for Ethics is currently directed by Prof. Janet Stemwedel from our department. It is a university-wide Center, but has long had a close association with the Department of Philosophy. Whereas until 2011 one of the main activities of the Center (formerly called is ISREE) was sponsorship of the Francis T. Villemain lecture, this was under the directorship of Prof. Michael Katz, who retired. The last speaker in the series was Professor Kenneth Peter, San Jose State University in 2011. The Center on Ethics will be sponsoring the 'Thinking Allowed'

brown-bag speaker series open to faculty and students. The center will continue its sponsorship of a yearly inter-collegiate Ethics Bowl.

Tenured Faculty Scholarly Work since 2010.

Karin Brown published three articles, has one forthcoming, published two book reviews, and a handbook on teaching philosophy to grade school students. She gave four papers at conferences.

Peter Hadreas published one article, was an invited speaker at three philosophy conferences, delivered eight presentations as well as was an invited participant on two national radio programs and in one full-length documentary.

Tom Leddy published one monograph, eighteen articles and book chapters (some forthcoming), four book reviews, and gave seven presentations. He has also maintained a substantial blog with almost 200 entries.

Tommy Lott published one book review and two articles and continues to be very active in African-American philosophy.

Rita Manning completed an MS in Law from UC Hastings, College of Law. She published one book chapter and one forthcoming, published one book review, and gave eight papers.

Bo Mou was Director of the Center for Comparative Philosophy, 2007-2013, co-edited one book, revised another, published twelve articles and gave eleven papers. He also coordinated eight workshops and symposia. He received one faculty award and one NEH Summer Fellowship.

Carlos Sanchez published three books and has one forthcoming. He published eleven articles and two book reviews. He has two articles forthcoming. He gave twenty papers.

Bill Shaw published, or has forthcoming, nine articles and published revisions of two textbooks. He gave five presentations.

Janet Stemwedel published five articles, one book review, gave thirty two talks and papers and ran and wrote for two major blogs, one for the *Scientific American*. She is also Director of the Center for Ethics.

Richard Tieszen published one book and edited two. He published thirteen articles, two book reviews, and gave seven presentations.

Anand Vaidya published or has forthcoming thirteen articles and he co-edited one textbook. He also gave twenty presentations. He is director of the Center for Comparative Philosophy.

Quantitative Summary of Faculty Scholarly Accomplishment

Based on this data plus a rough estimate of other books and articles published, the Philosophy Department has been tremendously productive in research and professional activity over the last five years with a total of eleven books written, edited or revised; ninety four articles, book reviews, and chapters of books; over one hundred and ten papers, presentations and talks; scores of entries in three substantial blogs; and numerous conferences and symposia organized. Other professors who did not submit vitas to this survey, including several adjunct faculty, gave papers and published articles during this period.

Student Accomplishments:

Philosophy Club. There is an active philosophy club officially called "The Symposium." The Symposium is aimed at aiding students in philosophical understanding and academic achievement, creating fellowship amongst students interested in philosophy, and sponsoring activities that encourage philosophical pursuits at SJSU. In the last five years activities have included talks, trips to conferences, and a viewing of "Hannah and Martin," at the San José Repertory Theater. Andrew Lavin, President of Philosophy Club at SJSU debated on Proposition 34: Death Penalty on Oct. 16, 2012 in the CFA Election Debates. A graduate student symposium was held on March 6, 2013 on "The Ethics of Belief." In 2013 the Philosophy Club also joined the History Club, and the Center on Ethics on March 9th in the King library for a mini-conference.

Ethics Bowl: The Philosophy Department at San José State has sponsored an Ethics Bowl team for the past nineteen years. Each year our team competes at the regional Ethics Bowl competition and, when we qualify, at the National Ethics Bowl competition. The Ethics Bowl is a national program sponsored by the Association for Practical and Professional Ethics (www.indiana.edu/~appe/ethicsbowl.html), which is composed of academics and professionals from a wide variety of fields who are committed to taking ethics seriously. Each year the national competition hosts approximately 40 student teams from colleges around the country. Modeled on television's College Bowl, the Ethics Bowl requires students to analyze difficult ethical problems drawn from practical and professional contexts. Past year's cases included cases in Business Ethics, Environmental Ethics, Military Ethics, Library Ethics, Legal Ethics, International Law, Health Care Ethics, Ethics in Education, and Ethics in Policing. Students present and defend their solutions to these problems in a format that closely resembles a debate. They are judged on their understanding of the issues, the cogency of their solutions, and the strength of their oral presentations. Throughout the year the team works with faculty coaches from the Philosophy Department, community volunteers and our reference librarian. The competition organizers provide the cases and students begin by preparing a lengthy case analysis, then work on polishing their presentations of the cases for the competitions. Participation on the Ethics Bowl Team enhances the students' educational experience as they develop research skills, skills in philosophical, political, financial and legal analysis, and communication skills. More importantly, participation in the Ethics Bowl hones their leadership skills as they confront and develop constructive solutions to ethical issues in practical and professional life.

Rita Manning coached the team from 2010-2012. We won second place at the regional competition in 2011 and went to the National competition. The 2012-13 team included ten students from Philosophy, History and Political Science. In addition to Prof. Manning, they were coached by graduate student Will Parkhurst, and two volunteers Timothy Blackwood J.D., and Dean Dominguez, MA. They won Third Place in The Regional Competition in 2012.

SJSU Team 2, coached by Lucian Pino and Kyle Yrigoyen, won the regional Ethics Bowl competition on December 7, 2013. This team went on to compete in the national competition. Karin Brown was the faculty advisor. We had two teams in the regionals this fall. Neither went on to the national competition.

Finances: The Team raised over \$4000 toward 2012-13 expenses. Prof. Janet Giddings led that effort. The College of Humanities and Arts has provided support since Fall 2013.

Michael Jordan, one of our adjunct professors, is currently running our Ethics Bowl activities. He is coaching a Bioethics debate team that will be competing in the National Undergraduate Bioethics Bowl national championships held at Florida State University April 10-12, 2015. The Bioethics bowl is in conjunction with the annual National Undergraduate Bioethics Conference. He will be bringing five students to the competition.

This summer the SJSU philosophy department and the APPE will be sponsoring a three day summer Ethics Bowl workshop, organized by Prof. Jordan to take place June 26-28, 2015. We are expecting at least 80 participants from universities around the country. A similar workshop was held last year in Florida with about 60 participants. Participants will be coaches, judges, students, and those interested in starting Ethics Bowl programs at their institutions.

Finally, the Phil Department will be hosting the 2015 CA regional Ethics Bowl competition. Prof. Jordan will organize the event and expects 18-20 teams to participate.

Student Publications and Presentations:

Students have published various papers even while still being students. Albert Filice published "Film: Solaris." *Philosophy Now* issue 77 (Feb/Mar 2010) 46-48. Brian Dougall got this paper accepted while still a major: "Epicureanism: The Hobo Test," *Philosophy Now*, issue 98, (2013) https://philosophynow.org/issues/98/Epicureanism_The_Hobo_Test. Matt DellaBetta won the Roscoe Pound Mock trial competition in 2010. A number of students gave papers at conferences, for example in 2010, Anthony Korsund, gave a paper at the annual Department conference.

Alumni Accomplishments:

The main accomplishments of Alumni are in gaining good jobs and being accepted to, and graduating from, educational programs, for instance PhD programs. These accomplishment are discussed under program assessment. Here we will just mention publications and papers given in the last five years.

Nick Rotsko is President of the UT Law Federalist Society at UT Austin and is Book Review editor of Texas Review of Law and Politics. Christopher Cloos has four philosophical papers listed in epistemology and meta-ethics at philosophy: philpapers.org. He also has a philosophy blog at <http://christophercloos.com/> William Cornwell published "Human Nature Unbound: Why Becoming Cyborgs and Taking Drugs Could Make Us More Human" in *Values & Technology, Religion & Public Life* vol. 37, ed. Gabriel Ricci (Piscataway, NJ: Transaction, 2010). Scott Stroud published two books: *John Dewey and the Artful Life: Pragmatism, Aesthetics and Morality* (2012) and *Kant and the Promise of Rhetoric* (2014). Al Frankowski published "The Violence of Post-Racial Memory and the Political Sense of Mourning" in *Contemporary Aesthetics*, Oct. 7, 2013. Alfred Jan published *A Gelett Burgess Sampler: Ethics and Aesthetics* (CreateSpace Independent Publishing Platform, 2012) He also edited *The Best of Spicy Mystery* Volume 1 by John Bard et. al., (Altus Press, 2012). Wayne Yuen edited *The Walking Dead and Philosophy: Zombie Apocalypse Now* (Open Court, 2012). James Kellenberger, B.A. 1960, published his most recent book *Dying to Self and Detachment* (Ashgate, 2012). Tanya Rodriguez published "Fleshy Canvas: The Aesthetics of Tattoos from Feminist and Hermeneutic Perspectives," for *Tattoos - Philosophy for Everyone: I Ink, Therefore I Am* ed. Robert Arp (John Wiley & Sons, 2012). She also published. "Numbing the Heart: Racist Jokes and the Aesthetic Affect," *Contemporary Aesthetics* Vol. 12, 2014. Melissa Burchard published "What's an Adoptive Mother to Do? When Your Child's Desires are a Problem" in *Coming to Life*, Fordham University Press, 2012. Andrew Erickson co-authored *Logic and Critical Reasoning* with Prof. Anand Vaidya through Kendall Hunt in 2011. Janet Giddings presented "Truly a Preacher: Religious ideas and themes in poetry by the American poet Edwin Markham" at the American Academy of Religion. Andrew Lavin, M.A. 2013, published "The Theological Use of Infinity" in *Dialogue* in 2011. *Dialogue* is the official journal of Phi Sigma Tau, the International National Honor Society in Philosophy. Brian Prosser published "Knowledge of the Heart: Ethical Implications of Sociological Research with Emotion," *Emotion Review* 7 (2) (2015):175-180. Laura Purdy co-authored *Bioethics, Justice and Health Care* in 2000. Phillip Schoenberg gave "Comments on "The Proto-Morality of Life: Primary Recognition in Axel Honneth's Reading of Phenomenology of Spirit," American Philosophical Association, Pacific Division Meeting, 2010, and "Life as a Core Text: Emerson's 'American Scholar' and American Democracy," 18th Annual Conference of the Association for Core Texts and Courses, 2012, Milwaukee. John Sullins published "When is a Robot a Moral Agent" in *Machine Ethics* ed. Michael Anderson and Susan Leigh Anderson, Cambridge University Press, 2011. John Sumser received a Fulbright Grant to the Czech Republic in 2010. Loren White published *Dissecting an Evolving Conflict: The Syrian Uprising and the Future of the Conflict*, a report for New America Foundation & Institute for Social Policy and Understanding, June 2013.

7. DEPARTMENT ACTION PLAN

Here we list action items or recommendations for future improvement of student learning and program operations. Describe resources and timelines required for each.

Our highest priority will be to replace our retiring faculty. We have hired one faculty member in Philosophy of Technology who replaced Noam Cook. Cook was a full-time lecturer who was our specialist in that area for many years. We have had two retirements recently who have not been replaced as of yet: Rita Manning in Ethics, Feminism, and Social and Political Philosophy and Richard Tieszen in Logic, Philosophy of Mind, Philosophy of Mathematics, and Phenomenology. As mentioned previously, several other faculty members are at the age at which they may decide to retire.

Going forward, we will refine the structure of our major and our curricular offerings in order to present philosophy that is immediately relevant to, and concretely useful in navigating, the complexities of life in the Silicon Valley, in the United States, and in an increasingly globally connected world, while maintaining contact with longstanding human concerns at the center of various philosophical traditions. While continuing to teach core areas of philosophy and to support students preparing for graduate school and law school, we will build on our current strengths to help students explore philosophical dimensions of an increasingly scientific and technological world, to grapple with the challenges and opportunities of increasingly multicultural societies, and to develop the analytic tools that may prove to be essential at a historical moment when individuals are reexamining their relationships to political, social, and economic institutions. In short, our philosophy curriculum will provide students not only with tools for thinking, but also with tools for living.

This plan to revitalize the Philosophy major embodies the Department's commitment to pursuing cross-cultural, cross-tradition (in terms of comparative engagement of traditions) and multi-disciplinary philosophy that centers on the engagement with publics, has global significance, and is tied to global citizenship and engagement with global issues, seen through a variety of lenses. Themes central to our curriculum, research, and outreach activities will include (but are not limited to) ethics, economics, education, social justice, scientific practice, civil rights, and immigration. These themes will be pursued with cross-cultural, cross-tradition, and multi-disciplinary perspectives that connect humanities, sciences, and arts to core philosophical areas of inquiry.

To support this commitment, we will hire new faculty who combine expertise in core areas of philosophy (like Ethics, Aesthetics, Logic, Philosophy of Mind, Philosophy of Language, Philosophy of Science, and History of Philosophy) with emphases or approaches that engage in new ways (e.g., cross-cultural studies, disability studies, critical race studies, philosophy of social science or of scientific practice). As well, we will strengthen our support for majors by highlighting the relevance of the skills developed in philosophy coursework for tackling challenges in the real world. We will build stronger connections with the Career Center and with local employers to help undergraduate majors identify internships. Moreover, we will cultivate department alumni as a resource to help current students make the connection between their philosophical competencies and the world of work.

In the area of Outcomes Assessment we need to have a regular committee established to deal with assessment of the BA and MA programs.

8. APPENDICES

A. Required Data Elements

This data appears as PDF files in the same email as this report. [We do not know how to attach these to the report, which is in Word for Windows.]

From www.iea.sjsu.edu/Courses/default.cfm#Prefix, select your program

Exhibit 1 Number of Course Sections

Exhibit 2 Average Headcount per Section

Exhibit 3 Student to Faculty Ratio

Exhibit 4 Induced Course Load Matrix

From www.iea.sjsu.edu/Assessment/ProgRev/default.cfm, select your program

Exhibit 5 Applied, Admitted, Enrolled

Exhibit 6 Enrollment by Class Level with FTES

Exhibit 7 Enrollment by Major and Concentration

Exhibit 8 Degrees Awarded

From www.iea.sjsu.edu/RetnGrad/default.cfm#Prefix, select your program

Exhibit 9 First Year Retention Rates

Exhibit 10 Graduation Rates

T/TT Instructional Faculty Percentage

We have been asked to calculate T/TT instructional faculty percentage following these instructions: from www.iea.sjsu.edu/Faculty/default.cfm#Dept, select your department. Under “Instructional Faculty – FTEF”, select “by Tenure Status”. Add together “Tenured” and “Probationary” numbers, and divide sum by “Total”.

Eleven tenured and probationary divided by twenty-three “total” equals: .435 for T/TT instructional faculty percentage.

Appendix B: Alumni Success Report

B.A. Alumni [B.A. Alumni who also got an M.A. from our department are listed under M.A. Alumni]

- Tarun Arora, B.A., J.D., University of Miami School of Law, is an Associate of Inventus Law since 2010.
- Tamer Abuelata, B.A., is Director of Engineering at PolyCore Software.
- Richard Albertson, B.A., Department of Religious Studies, Merylhurst University, notes on his web page that his “main interest in philosophy is epistemology, phenomenology, and hermeneutics, with a strong emphasis on the differences and relationships of science,

philosophy, spirituality” and in “the relationships of gender, power knowledge.” He is presently working on a doctorate at the University of Oregon in Eugene.

- Richard C. Baldwin, B.A. 1970 received his Juris Doctorate from Northwestern School of Law in 1975 and has been Multnomah County Circuit Court Judge from 2001.
- Christopher Barber, B.A. 2012 is a free-lance philosophical writer, tutor and teacher.
- Adam Belohradsky, B.A. 2014, is Lead Account Manager at K2 Consulting Inc.
- Timothy Blackwood, B.A. 1964, received a JD in law, University of Illinois at Urbana-Champaign 1972. Timothy has come back as a volunteer Ethics Bowl debate coach since 2010. He is also Humanist Group Leader and Developer, First Unitarian Church of San Jose since 2009.
- Bob Bishop, B.A. Philosophy/Religious Studies 1979, is a motivational speaker, magician, and educator. He has taught in the Boise School District for twelve years. He is also known as Idaho’s Math Magician.
- Todd Bodner, B.A. Philosophy and Psychology, received his PhD at Harvard University in 2000 and is Associate Professor of Psychology at Portland State University. He is interested in quantitative methods and applied statistics, meta-analysis, missing data, and exploring new technologies for psychological science
- Ron Burke, B.A. Philosophy and Psychology 1974 is Center Director for New Mexico MEP (Manufacturing Extension partnership) since 2008.
- Colin Caret, B.A. 2004, is Assistant Professor of Philosophy, Underwood International College at Yonsei University, South Korea. Before that he was a postdoctoral research fellow on the Foundations of Logical Consequence project at the University of St. Andrews. He completed his PhD at the University of Connecticut. His areas of expertise are logic, epistemology, and the philosophy of language. He edited in 2015 [with Ole Hjortland] *Foundations of Logical Consequence*, Oxford University Press.
- Alexander Cassimus, B.A. 1980, is Human Resources Site Manager at Orchard Supply Hardware. He writes that philosophy has shaped his life in a strong way. He continues to read and write in phenomenology.
- Kenn Chase, BA, works for Cardiovascular Associates of Marin and San Francisco Medical Group. His web site says “Kenn Chase is an internationally acclaimed Yang Style Tai Chi teacher and certified Feldenkrais™ Practitioner. As a graduate student in philosophy he was intrigued with Eastern Philosophy, which led him to study Tai Chi with Master Kam Man Choy in San Francisco, CA.”
- Anna B. Chua, B.A. 2006, is Registered Nurse Stroke/Telemetry Unit Kaiser Permanente since August 2010.
- Jennifer Connor, B.A., received a Ph.D. in Social/Environmental Psychology from Claremont Graduate School and now teaches at Washington Institute of Technology.
- William Cornwell, B.A. 1990, is Professor of Philosophy at Salem State College. His areas of specialization are epistemology and philosophy of mind. He published “Human Nature Unbound: Why Becoming Cyborgs and Taking Drugs Could Make Us More Human” in *Values & Technology, Religion & Public Life* vol. 37, ed. Gabriel Ricci (Piscataway, NJ: Transaction, 2010).
- Robert Daigle, B.A. 1984, is a Project Manager at UCLA. His web site says: “I am a Project Manager with Project Management Professional (PMP) certification since 2005 and over 8 year's successful experience managing a variety of IT (Infrastructure, Application Development), Facilities, Business, and other related projects, and directing project teams, in the higher education, local government, and corporate (Healthcare/Regulatory) sectors.”

- Matthew DellaBetta, B.A., received a J.D. at the UCLA School of Law and is now Assistant District Attorney at Manhattan D.A.
- Paul N. Duggan, B.A. 1980, with a second major in Psychology, went on to become Corporate Vice President and General Manager of Desktop Networks Business Unit of Standard Microsystems Corporation, and retired in 1996. He now consults for the computer industry on issues of marketing, venture investments, and mergers/acquisitions.
- Elle Falahat, B.A. Philosophy and Computer Science, Private Practice Criminal Defense Attorney/Litigator Specializing in DUI/Substance Abuse - Based in SF Bay Area.
- Kelly Ferris, B.A. 2011, is an Executive Assistant Driver Group, L.L.C. since February 2015
- John Freeseaman, B.A. Philosophy and Psychology (Pre-Theological), writes on his web page: "Following his graduation from San Jose State he attended Concordia Seminary, St. Louis, Missouri. After the split in the Lutheran Church - Missouri Synod, he graduated from Christ Seminary Seminex in 1975, and was ordained in Burlingame, CA in 1976 (having been called as an Apartment Minister in the Burlingame/San Mateo area)." He is pastor of Holy Redeemer Lutheran Church. He writes in 2015 that has been "in present pastorate since 1991. Recipient of Gertrude Welch Ecumenical Award and Richard Peterman Good Steward Award. Multiple time president of California Council of Churches and of Council of Churches of Santa Clara County. Engaged in workers' rights activities."
- Matthew Frise, B.A. 2007, has recently written: "This May I am graduating from the University of Rochester with a Ph.D. in Philosophy. On June 1, 2015, I begin a two-year postdoctoral research fellowship at Baylor University, as part of the Nature and Value of Faith project. Presently I have a visiting dissertation fellowship at Saint Louis University, as part of the Philosophy and Theology of Intellectual Humility Project. In 2010 I graduated with an M.A. in Philosophy from UC Santa Cruz."
- Greg Garcia, B.A. 2005, received an M.A. in Education, University of Phoenix, in 2008. He is founder of the Academy of Martial Philosophy in 2002 and is a Master Instructor at Epic Martial Arts.
- Ronald Grant, B.A., is a therapist who does counseling and psychotherapy in Los Gatos
- Daniel A. Guich, B.A. Philosophy-Psychology, has been in the Department of Psychology, Mission College since 1990.
- Craig A. Hansen, B.A 1996 works as an Associate for Beck, Ross, Bismonte & Finley, LLP. He was admitted to the bar in 2000, and received a J.D., University of San Diego, 2000.
- Nancy Teryl Harcourt is Student Scheduling Advisor at the Fort Collins campus Institute of Business and Medical Careers (as of 2009).
- Noel Hendrickson, B.A., is program chair, Department of Integrated Science and Technology James Madison University where his web site says "he developed and now teaches a series of four courses on advanced reasoning methods for intelligence analysis (Hypothesis Testing, Causal Analysis, Counterfactual Reasoning, and Strategy Assessment)." Moreover, "these courses serve as the "critical thinking" component of JMU's Information Analysis major, which is designed to educate future intelligence analysts." Noel's graduate work was at the University of Wisconsin where he earned an M.A. and a Ph.D. in Philosophy.
- Chris Howden, B.A. 1993, is teaching in the Cupertino Union School District and the Palo Alto Unified School District. In answer to the question, "How has your education in philosophy shaped your life?" he replied, "How hasn't it?"

- James H. Hood, B.A. 1940, is a retired high school mathematics teacher. He says the quality of his life was enriched by his education in philosophy.
- John Hummer, B.A. 1984 in Philosophy and Psychology, is Gateway Director U.S Maritime Administration since 2009.
- Thomas Jewell, B.A. 1985, is Trainer/Counselor/Facilitator, Contra Costa County Office of Education since 2005. He is also a Consultant, Life Coach, and Teacher for Yes Enterprises since 2003, and a Mental Health Clinician for Contra Costa County Mental Health since 2002.
- Ramon Jimenez, B.A., 2004, is received his Santa Clara University School of Law, Juris Doctor 2008, Honors. He gained SCU-Law Faculty Scholarships in 2005, 2006, and 2007. He has worked for J.E. Higgins Livermore, Intellectual Property Review since October 2010.
- Bhawana Kamil, according to the Muslim American Society web site, is president of their Bay Area chapter. She has given public talks on such topics as ‘An Introduction to Islam,’ and ‘Women in Islam. She serves on the Interfaith Council for Economics and Justice (ICEJ) for the County of Santa Clara, and is a member of the Speakers Bureau for California Interfaith Power and Light, an interfaith environmental advocacy group.
- Kevin Keith, B.A. 1991, is working on his PhD in Philosophy (Bioethics) CUNY Graduate Center. He received an M.A. in Philosophy from Georgetown in 1994, and published “Life Extension: Proponents, Opponents, and the Social Impact of the Defeat of Death” in *Speaking of Death: America's New Sense of Mortality*, Michael K. Bartolos, ed. (Praeger Publishers, 2009).
- James Kellenberger, B.A. 1960, was Professor of Philosophy, CSUN, is now emeritus. His most recent book is *Dying to Self and Detachment* (Ashgate, 2012)
- Riley King, B.A. 2014, is studying at the University of Georgia School of Law
- Michael J. Larson, B.A. 1991, owns a machine shop and intends to do art. He says "Philosophy has shaped my life. I think about life and how I spend my time."
- Steve Larson, B.A. 1964 Philosophy/Psychology, went on to get an MA in History. He is Principal Partner, California Strategies He has also been a Peace Corps Volunteer; Director, State Senate Budget Committee ED California Energy Commission; Chief Deputy Director of the State Department of Finance; ED California Public Utilities Commission; and CEO, Woodside Natural Gas of California
- Gordon Lawrence, B.A. 1955, owns a concessions company in Kings Canyon National Park. In answer to the question, "How has your education in philosophy shaped your life?" he writes the single word "foundation."
- Linda N. Lorenzetti, B.A. 1963, does consulting and testing user applications for Stanford University's Administrative System and provides support for student financial aid applications. Philosophy, she says, has been a great background for branching out into other areas.
- Geraldine Andersen Luziatti, B.A. 1950, received her M.A. in Art in 1956. She is a painter and feels that philosophy was a wonderful prelude to art. Dr. Fallico's classes changed her focus from law to philosophy.
- Todd Madigan, B.A. 1995, received the Schapiro Award and the Temple Prize as a student. He is working on a PhD. in Sociology at Yale and has worked as a Young Adults Career Specialist. In his last job he worked for hopeFound Boston, with Boston's homeless 18-24 year-olds in their efforts to secure education, employment, and housing
- Mark Monroe is a Regulatory Specialist at Delaware Social Services and CEO of Cultural Diversity Solutions, Inc.

- Shirindokht Nourmanesh, B.A. 1998, teaches Art Appreciation, Introduction to Philosophy, and Principles of Ethics at Northwestern Polytechnic University since 2011, and is a lecturer who teaches writing at SJSU. She is working on a Ph.D. in Transpersonal Psychology from Sophia University
- Peter O’Sullivan, B.A. 2002, is a lecturer at San Jose State since 2010 in first-year writing. He is also a teacher of Excel Test Prep since 2010, teaching grammar and essay writing to students preparing for both the SAT I exam and the ACT exam.
- Kathleen Sullivan, B.A. 1973, is adjunct faculty member in Philosophy at Webster University, Saint Louis. She received an M.A. from Saint Louis University in 2001.
- Arturo Pacheco, B.A. 1965, received a Ph.D. in Philosophy and Education at Stanford in 1976. He teaches at the University of Texas, El Paso, and is Director of the Center for Research and Educational Reform.
- Timothy Perkins, B.A. 1988, is working for SRI Consulting, a subsidiary of SRI, Menlo Park. He says his education in philosophy shaped his life very positively.
- Karl T. Pflock, B.A. Philosophy and Political Science 1964, wrote on his web site that he “served in reserve components of the Marine Corps and Air Force (1960-66) and with the Central Intelligence Agency (1966-72). He was also a UFO researcher who co-wrote *Roswell : Inconvenient Facts and the Will to Believe* (Prometheus Books). Karl died June 5, 2006 in Placitas, New Mexico
- Rosie Rocha, B.A., 2013, writes in 2015 that “After graduating, I worked at a middle school in Santa Cruz, CA in the administration department and realized my love for education so I decided to join AmeriCorps and do a year of service with City Year in Boston, Massachusetts.”
- Tanya Rodriguez, B.A. 1999, received her PhD. from U. of Minnesota in 2007 with an emphasis on Philosophy of Art and Moral Theory. She is Assistant Professor at John Jay University (CUNY). She co-wrote “Fleshy Canvas: The Aesthetics of Tattoos from Feminist and Hermeneutic Perspectives,” for *Tattoos - Philosophy for Everyone: I Ink, Therefore I Am* ed. Robert Arp (John Wiley & Sons, 2012). She also published. “Numbing the Heart: Racist Jokes and the Aesthetic Affect,” *Contemporary Aesthetics* Vol. 12, 2014.
- Gary Rose. B.A. 1973, is a practicing lawyer in Los Gatos.
- Nick Rotsko, B.A. 2005, graduated from The University of Texas School of Law, J.D., cum laude, in 2010 and now is an Associate for Phillips Lytle LLT in business litigation. Nick was a Judicial Clerk to the Honorable Victor J. Wolski, United States Court of Federal Claims, 2011-2012, is Executive Committee Member Federalist Society’s Litigation Practice Group,
- Vlad Sankin, B.A. 2002, Staff Software Engineer at AppDirect.
- Kenneth Schieck, B.A. 1968, works for the California Employment Department in Campbell, where he helps military veterans find employment. He is active in the International Association of Workforce Professionals.
- John Schrupf, B.A. 1993, is an Unemployment Appeals Representative (Independent Contractor) since 2010. He represent clients at EDD unemployment appeal hearings. Research and obtain information from clients regarding employee separation.
- Randy Siever, B.A., “served twenty years on the Young Life staff and nine years as Pastor of Outreach at Sparks Christian Fellowship near Reno, Nevada...[He has] an M.A. from Fuller Seminary.” He has been director of Doable Evangelism since 2007. He is a property manager and realtor for HomeGate Reality, Nevada since 2013.
- Amber Simons, B.A. 2011, is Guest Service Agent, TownePlace Suites by Marriott.
- Barbara Stern, B.A. 1990, is a realtor in the Silicon Valley.

- Alan Stewart, B.A. 1949, is a retired school teacher and building contractor.
- Davis Sweet, B.A. 1976, is Adjunct Professor. Middlesex Community College since 2005 in Philosophy, Ethics, and Critical Thinking
- Benjamin L Ten Cate, B.A., is a Computer Systems Maintenance Technician at Cabrillo College.
- William E. Tinsley, B.A. 1953, retired from Foothill College as Professor of Philosophy and History. He still teaches there part-time.
- JeanPaul Vessel studied at SJSU 1989-1991 but got his BA at New Mexico State University (June 1993). He received a Ph.D. in Philosophy University of Massachusetts-Amherst in 2003 and teaches in Philosophy at University of New Mexico.
- Erika Voelker, B.A. 2005, Administrative Assistant Little Steps Preschool since 2007, Assistant to General Director, Mission City Opera since 2003.
- Amit Vyas, B.A., is V.P. of Sales at Highfive since 2014, His web site says “Amit is responsible for building and scaling a high-performance sales organization and driving all revenue growth. Known for his energy, motivating leadership style and sharp attire, Amit brings over 15 years of experience across IT, networking, direct and channel sales.”
- Robert Wasley, 1980 with a second major in History, is a Consultant/instructor in the industrial safety and health field. "I have been able to achieve a much greater sense of perspective on our current period of development and what it means for the future."
- Alexandria Wilson, B.A. 2012, has been a Grant Writer, College of Engineering San Jose State University since March 2011.
- Rebecca Wolpinsky, B.A 2001, is Director of Mobile & Social Strategy Firewood Marketing since 2012.
- David Yang, B.A. 2013, is high school English teacher at CIEE.
- Jeffrey Young, B.A., teaches Psychology at North Central University, AZ. His Psychology PhD was in Social/Environmental Psychology, Claremont Graduate School.
- Takeshi Young, B.A. 2007, is SEO Manager at Optimizely since 2015.

Minor in Philosophy

- Joseph Zoland, B.A. Psychology, Philosophy Minor, 2011 received an M.A. in Psychology in 2013. His thesis was: Attention Restoration Theory in Gaming as it Pertains to Subsequent Academic Learning. Thesis Funding: COSS (College of Social Sciences) SJSU Research Foundation Research Grant.
- Daniel Peterson, Bachelor of Science, Business Administration Management Information Systems, Philosophy Minor 2010, Technical Support Engineer Midtech Software Solutions Inc.

M.A. Alumni

- Fern Alberts, M.A., is teaching in the Department of Philosophy at SJSU.
- Rocio Alvarez, B.A. and M.A. 2010, is working on her PhD in the Philosophy Texas A&M. Her specializations are Latin American philosophy, Hegel, Social & Political philosophy, existentialism and phenomenology

- Abdella Nebi Amino, M.A. 1997 Abdella's thesis was titled: "Nationalism: A Philosophical and a Historical Perspective." Currently he is living in Alexandria, VA working for an E-commerce company in Maryland as a QA Engineer.
- Paul Bashaw, M.A. 2006, teaches in the Department of Philosophy at SJSU.
- Jonathan Brusco, M.A., teaches Grade 6 and Social Studies at The Harker School and says on his web site: "A third-degree black belt in Taekwondo, Mr. Brusco competed in that martial art at the national level. He also enjoys cycling, playing the piano, reading and writing; he has written one novel and is working on his second. Mr. Brusco has ambitions to one day run for political office." Jonathan is also on the Board of Trustees of Gavilan College since 2012.
- Lisa Bernasconi, B.A. 1996, M.A. 1999. Lisa now teaches part-time for the Philosophy Department at SJSU.
- Tatiana Bertshinger, M.A. 2000. Tatiana's M.A. thesis "Quality and Quantity" was nominated by the Philosophy Department for the University's Outstanding Thesis Award for 1999-2000. Although she did not win the award, Acting Dean Lucius Eastman wrote: "Your graduate thesis is an outstanding example of the highest attainment of students in the California State Universities."
- Joshua Bronson, M.A. 2005, is a Theology and Philosophy Teacher at Haberdashers' Aske's Boys' School in London, Associate Tutor Birkbeck, University of London, and PhD candidate Birkbeck, University of London.
- June Brown, M.A. 2013, who won the Temple prize for outstanding paper in 2013, is now in the University of South Florida Philosophy PhD program.
- Dirk Bruins, M.A. 2000, works as an RN for the Department of Veteran Affairs. He was a philosophy instructor at Evergreen College from 1999-2006.
- Melissa Burchard, M.A. 1990, is Associate Professor, Philosophy Department, University of North Carolina, Asheville. "Professor Burchard's areas of focus in teaching and research include theoretical and applied ethics, social and political philosophy, and feminist theory. Specific research projects have recently included inquiry into the ethics of television's programming for children, including representations of diversity in such programming, inquiry into the meaning of violence and the connections between violence and rationality, and the use of the concept of perversion in the construction of identity." She published "What's an Adoptive Mother to Do? When Your Child's Desires are a Problem." *Coming to Life*, Fordham University Press, 2012.
- Donald Ciraulo. "Mr. C" has taught at West Valley for over twenty years. In 1995, he received a full-time appointment in Philosophy.
- Jerald W. Cloyd, B.A., 1967, M.A., 1970, Ph.D. 1975. Teaches in Corrections Department. He enjoys life more because he sees it from a philosophical perspective.
- Christopher Cloos is working on a PhD at University of California at Santa Barbara and has two articles forthcoming in 2015 "Responsibilist Evidentialism," *Philosophical Studies* and "Reflective Equilibrium – A Brief Introduction," in *Methods in Analytic Philosophy*, ed., Joachim Horvath, Bloomsbury. He also has a philosophy blog at <http://christophercloos.com/>
- David Danielson, M.A. 1984. David has a tenured position teaching philosophy at College of San Mateo.
- Tanzeen Doha, M.A. 2007, who received the Herman Shapiro award in 2007. is studying social anthropology and critical theory in the Department of Anthropology at UC Davis,
- Belinna Dominguez, M.A. 2012, co-owns a real estate company 1 Remax Agents.

- Sandra Dreisbach gained her PhD from UCSC. Her interests are Ethics, Ontology, and Philosophy of Technology. She is also a lecturer there in Biomolecular Engineering at UCSC and a founding partner of Ethical Resolve at ethicalresolve.com
- Daniel Ehrlich, M.A., is a graduate student at UC Riverside. He is interested in 19th and 20th century continental philosophy.
- Andrew Erickson co-authored *Logic and Critical Reasoning* with Prof. Anand Vaidya through Kendall Hunt in 2011.
- Timothy Fitzgerald had not completed his degree when he passed away on Jan. 21, 2014. He published *A Diamond in the Rough* a book on the recession that began in July 1981 in which unemployment went to 10.8 percent. This was the second volume in a trilogy memoir about his involvement in left political activism in San Jose. The first volume was *The Wawona Brotherhood: The San Jose State Campus Revolt*, and was about his experience at San Jose State in the 60s and 70s.
- Albert Filice III teaches as an adjunct faculty member at Mesa Community College in Philosophy and Religious Studies.
- Noah Friedman-Biglin, M.A., completed his PhD in philosophy in 2013 at the Arché Philosophical Research Center at the University of St Andrews, in St Andrews, Scotland. His dissertation was entitled “Carnap's Conventionalism: Logic, Science, and Tolerance.”
- Sandra Garrison, M.A. 2001, was listed as a counselor in San Jose in a book on *Philosophical Practice* by Lou Marinoff in 2001. She has also led a Socrates Café in San Jose for fourteen years. Sandra Garrison won the Shapiro Prize in 1999 and was President of the Philosophy Club and editor of both volumes of Geist.
- Karl Fotovat, M.A., is at the New School for General Studies in New York. He now has an MA in Philosophy and Psychoanalytic Studies, The New School for Social Research. This year he is a teaching fellow and is a member of editorial staff, *Graduate Faculty Philosophy Journal*.
- Richard Friedrich gave “Formulae-world, Life-world, and Metaphysics: Husserl’s Crisis and its Contemporary Relevance,” at the Society for Phenomenology and the Human Sciences, Arlington, 2009.
- Beverly E. Gallo, M.A. 1984, teaches philosophy at California State University, San Bernardino.
- Billy Gear, M.A. 2006, teaches in Yuba College’s Department of Philosophy. He previously taught at Santa Rosa Junior College.
- Janet Giddings, M.A. 2009, has been teaching with us as a Lecturer since 2009. She writes “my main research interests include: the philosophical theology of Edwin Markham; ethics and gambling; human trafficking; theology; secular and religious ethics; philosophical investigations; and pedagogy. Paper presented "Truly a Preacher: Religious ideas and themes in poetry by the American poet Edwin Markham" at the American Academy of Religion. She also is a teacher in Religious Studies at Santa Clara University since 2005 and received a Master of Arts in Theology from the University of San Francisco in 1997.
- James Grayot, M.A. 2011, is working on a PhD in the Philosophy of Economics at Erasmus University Rotterdam.
- Roger Hall, M.A., teaches in the West Valley College Philosophy Department. In addition to having received an M.A. from us he did three years of postgraduate work in philosophy at the University of California, Santa Barbara. Roger has worked as both a physicist at General Electric’s nuclear reactor facilities and a technical writer at the Regis McKenna Company.

- Brenda Hood, B.A. and M.A. 2009, works as Contracts Associate for Pharmacyclics since 2012.
- Joel Hunt, M.A. 2004, is a philosophy graduate student at University of Nebraska Lincoln. From his website: “Prior to coming to UNL Joel taught graduate level theology courses for five years. Joel’s primary philosophical interest is philosophical theology. Joel’s other philosophical interests include hermeneutics, the philosophy of mind, philosophy of science, ethics and political philosophy.” Joel has been teaching philosophy at Grace University since 2007.
- Charles James, M.A. 1982, teaches medieval and modern philosophy at St. Patrick's Seminary and University in Menlo Park, CA. He is Associate Professor of Philosophy, and Academic Dean. His focus is on American philosophy, especially Charles S. Peirce. “Because of his use of medieval philosophy (i.e. Duns Scotus and Thomas Aquinas) I am looking at Peirce's realism and logic as a way of building a rationale for an ‘American Thomism.’”
- Alfred Jan, M.A. Applied Option: Aesthetics 1992, co-edited *The Best of Spicy Mystery* Vol1 (2012) and *The Best of Spicy Mystery* Vol 2 (2015), as well as *A Gelett Burgess Sampler: Ethics and Aesthetics* (2012). He believes his education in philosophy has enabled him to better inform his critical thinking and writing. His MA gave him "tools to better participate in the discourse about various genres of art."
- Michael Jordan, M.A., is teaching for the SJSU Department of Philosophy and is coordinator of the Ethics Bowl.
- Christopher Kinney, M.A. 2009, is adjunct professor in Philosophy at Ashford University, DeVry University, South University, Southern New Hampshire U., and Northern Virginia Community College.
- Timothy Kunke. M.A., is in the PhD program in Philosophy at University of Edinburgh with interest in Epistemology and Philosophy of Mind.
- Evan Lam, M.A., is a grad student at UCSC. His interests are Contemporary European Philosophy and Political and Social Philosophy.
- Andrew Lavin, M.A. 2013, published “The Theological Use of Infinity” in *Dialogue* in 2011. *Dialogue* is the official journal of Phi Sigma Tau, the International National Honor Society in Philosophy.
- Trung Le, M.A., is College Admission Consultant at Bay Area College Consulting.
- Henry Liem, M.A. 1996, teaches Philosophy at San Jose City College.
- Jim Lindahl, B.A. 1985. M.A. in Philosophy from the University of Western Ontario, 1989, Ph.D. in Philosophy from Western Ontario in 1999. He now teaches part-time for the Philosophy Department at SJSU, and part-time for Humanities.
- Dr. Lindahl teaches in both the departments of Philosophy and Humanities at San Jose State University. He teaches courses in World Civilizations, Ethics, and Philosophy of Literature.
- José López, M.A., is at Texas A&M and writes on his web site “My research interest in philosophy is the juncture between Pragmatism, Post-structuralism, and Latin American philosophy.”
- Michelle Livsey, B.A., 1993, M.A. 1995, received a J.D., 1998. Michelle is staff attorney for the California Office of Legal Services. She says her education in philosophy was very helpful in law school, and that in the practice of law it provides a different perspective.
- Denise Meda, M.A., is working at Mount Saint Mary College teaching Critical Thinking.

- Eric Messe, M.A., is, as his web site puts it, “creative seeker, free thinker, organist, event producer, broadcaster, author on esoteric subjects. Author of Horoscope for the New Millennium and The Philosophers Wheel, producer of Holistic Arts Fair and (formerly) New Age Renaissance Fair, astrologer/tarot reader, ... runner, Green Party member, radio host.”
- Andrew Messchaert, M.A. 1995, is Professor of Philosophy at Porterville College.
- Rick Morris, M.A. 2013, is a student at UC Davis Department of Philosophy.
- David L. Nelson, M.D. M.A. 1975, practices in Marin County. He specializes in hand surgery.
- Tony Nguyen, M.A., teaches in the Department of Philosophy at SJSU.
- Anthony Nispel, M.A. 1989, has been an instructor for Goodwill's adult job-training division and a volunteer for Our City Forest, San Jose.
- Paul Newberry, B.A., M.A. 1973, writes in 2015 that he “began teaching with just a couple of courses, first at Bakersfield College (one course) and then at Portland C.C. (one course) in 1980-1. After working several years for a civil engineering firm here in Bakersfield and feeling like this was not really for me, I pursued teaching in earnest in 1986. After a few years and with the encouragement of my colleagues, I entered a PhD program at Claremont Graduate University in 1990 and completed my studies in 1995. A few years later I landed a tenure-track position at CSU Bakersfield.”
- Art Ordaz, M.A. 1999, is doing security work, and taking it easy this semester (Spring 2000). He is interested in going on to study for a Ph.D. with a focus on realism. He is also applying for a certificate program in Counseling for Drug and Alcohol at SJSU. Art benefited from the students over-60 program when he was at SJSU (paying only \$45 per semester in fees!).
- Eric Palfreyman, M.A. 1998, taught Philosophy and English at Collins College between 2001 and 2006. He has a JD from SMU. He is now writers Proposals, Technical Writer, and Business Development for Bailey Tool and Manufacturing Company in Lancaster, Texas. He is also working on a book on Ray Bradbury and another on the Sermon on the Mount. He worked between 2010 and 2014 at Sr. Advisor, Proposals; Content Manager for Dell Services. He states that philosophy and the process of critical and systematic thinking color everything he does -- from his personal to his professional life. He is a big fan of the expression that "the unexamined life is not worth living". “While an examination of my life would reveal the sad truth, that not all of my critical thinking has born financial fruit in my life, I am the richer for thinking carefully through life issues before making decisions.”
- Michael Pankrast, M.A., notes on his LinkedIn page that he splits his “time between teaching philosophy for multiple universities and writing proposals for a prominent Northwest Construction Company” in Oregon.
- Leila Parello, B.A., 1982, M.A., 1985, has been teaching Philosophy at Grossmont College in El Cajon since 1997 and is owner School of Ballet Arts since 2011. She says her experience working in our Logic Lab has helped her to become an instructor for logic and critical thinking classes. Without that experience, she never would have had the self-confidence to do so.
- Will Parkhurst, M.A. 2014, who won the Lydia A. and George V. Pinto Scholarship (for commitment to Social Justice, Service to Community, and Love of Philosophy) in 2013, is now in the University of South Florida PhD program.

- Krupa Patel, M.A., is currently at University of New Mexico in the graduate program in Philosophy. Her interests are Philosophy of Mind, Philosophy of Science, Phenomenology, and Plato.
- Richard Payne, M.A. 1975, is Dean, Institute of Buddhist Studies, Graduate Theological Seminary since 1994: "despite my best struggles to avoid it, logic has in fact proven very important in further intellectual endeavors. Also, I continue to work in methodology of the study of religion which involves epistemological concerns as well as the philosophy of science; one of the areas our Institute is exploring now is that of Buddhism and Science, and I am personally doing work on comparative logic (Indian Buddhist logic and natural kinds theory)."
- George Pinto, M.A. 1991, is founding Partner, Silicon Valley Accountancy Corporation: "Without a philosophical background I simply would not be successful. Note I did not say "as successful" but 'would not be successful'." George also teaches part-time for the Philosophy Department at SJSU.
- Geoffrey Propheter, M.A. 2006, writes on his web page that he is "a PhD student in the Trachtenberg School of Public Policy." In addition, he is "a research assistant on the Significant Features of Property Tax project. My concentration is in state and local public finance with a particular focus on consumption tax policy." Geoffrey currently teaches courses at Long Island University in public policy in the School of Business, Public Administration and Information Sciences. He is also a Property Tax Analyst for The New York City Independent Budget Office.
- Brain Prosser, M.A. 1999, studied at Fordham University and received his PhD at UC Santa Cruz in 2013. He is an adjunct professor at San Jose State. He published "Knowledge of the Heart: Ethical Implications of Sociological Research With Emotion." *Emotion Review* 7 (2) (2015):175-180.
- Laura M. Purdy, B.A. 1970, M.A.1971, got a PhD from Pittsburgh in 1974. She teaches at Wells College and specializes in Ethics, Applied Ethics, Bioethics, Feminism, Education, and Family Issues. She co-authored a book *Bioethics, Justice and Health Care* in 2000 from Wadsworth.
- Jesus Ramirez, B.A. 2004, M.A. 2008, plans to finish his Ph.D. from University of South Florida in Philosophy in 2016. He is a philosophy instructor at Polk College, University of South Florida, and Hillsborough Community College.
- Sara Rettus, M.A. 2006, received a Ph.D. from UCSC in summer, 2010. Her dissertation was "A Groundwork for the Ethical and Social Implications of Intimacy" She teaches at Ohlone college
- Carolyn Robbins, M.A. 2010, is in the PhD program in Sociology at Emory University with a special interest in medical sociology and sociology of culture.
- Reuben Rutledge, M.A. 1988, has been working on a PhD at the California Institute of Integral Studies. He is associated with Synchronized Chaos Magazine and specializes in Comparative Religions Studies.
- Carlos Sanchez, who took many classes from us, officially got his B.S. in Journalism and Mass Comm, San Jose State University, 1998. He received his PhD from the University of New Mexico in 2006 and is Associate Professor of Philosophy at SJSU.
- Shari Sharoki, M.A., is teaching as an adjunct in Philosophy at Evergreen College.
- Mary Ann Shukait, B.A., M.A., taught in our department for several years after a career in the high-tech sector of the semiconductor industry. Management positions in that industry included Director of Corporate Education and Training for a semiconductor

hardware manufacturer and Engineering Section Head for a semiconductor chip manufacturer. She also developed and taught process engineering courses for Novellus, Inc. and Applied Materials.

- Philip Schoenberg, B.A. and M.A., is a grad student at the University of Mexico. His philosophical interests are Pragmatism; American Philosophy; Existentialism & Phenomenology; Philosophy of Religion; Applied Ethics. His working dissertation Title/Topic is "Recovery and Reconstruction: Charles Taylor and John Dewey on Disenchantment and Secularity." He gave "Comments on "The Proto-Morality of Life: Primary Recognition in Axel Honneth's Reading of Phenomenology of Spirit," American Philosophical Association (APA) Pacific Division Meeting, 2010, and "Life as a Core Text: Emerson's 'American Scholar' and American Democracy," 18th Annual Conference of the Association for Core Texts and Courses, 2012, Milwaukee.
- Christopher Schwartz, B.A. 1987, has been a network architect who has worked for Nokia, Ariba and Hewlett Packard.
- Michael P. Sipiora, B.A. and M.A., also has an M.A. and a Ph.D. in phenomenological psychology with a concentration in literature from the University of Dallas. He is a practicing psychologist and also, since 2009, is Professor at Pacifica Graduate Institute, Carpinteria CA, Clinical Psychology Program. His areas of teaching and publication include: the phenomenology of Heidegger, Hillman's archetypal psychology, classical rhetoric and psychotherapy, and cultural psychology. He has published work in *The Humanistic Psychologist* and *Philosophy Today*. He also has an essay in the recently published *Pathways into the Jungian World: Phenomenology and Analytic Psychology*, edited by Roger Brooke.
- Elizabeth Sonnier, M.A. 1993, has a PhD in Philosophy from Fordham (2003) and is working in the Philosophy Department at SJSU as an adjunct. Her areas of interest are philosophy of science, process philosophy, logic, and French phenomenology and existentialism. She also holds a Masters Degree in Library and Information Science from LSU and has worked for many years as a librarian, with special enthusiasm for indexing the Internet.
- Andrew Soto, M.A. 2014, is in the PhD program of the Philosophy Department at Texas A & M. His interests are: Latin American Philosophy, Critical Race Theory, Classical American Philosophy, Existentialism, Pragmatism, Social and Political Philosophy, Africana Philosophy.
- Scott Stroud, M.A. 2002, received his PhD from Temple University, Philadelphia. He is an Associate Professor of Communications Studies at UT Austin. He is currently a visiting fellow at Princeton 2014/15. Scott has published numerous articles and has recently published two books: *John Dewey and the Artful Life: Pragmatism, Aesthetics and Morality* (2012) and *Kant and the Promise of Rhetoric* (2014).
- John P. Sullins, M.A. 1996, received his Ph.D. from Binghamton University (SUNY), 2002, and is now a professor at Sonoma State University, specializing in philosophy of science and technology, philosophical issues of artificial intelligence/robotics, cognitive science, engineering ethics, and computer ethics. He is winner of the 2011 Herbert A. Simon Award for Outstanding Research in Computing and Philosophy by the International Association for Computing and Philosophy. He published "When is a Robot a Moral Agent" in *Machine Ethics* ed. Michael Anderson and Susan Leigh Anderson, Cambridge University Press, 2011.
- John Robert Sumser, B.A. 1978, M.A. 1979, received a Ph.D. in Sociology, from SUNY, in 1989. He is emeritus Professor, Department of Communication Studies, California

State University, Stanislaus. John received a Fulbright Grant to the Czech Republic in 2010.

- Nikhil Thakur was an MA student in Philosophy from 1997-1999. He completed his doctorate in Social and Cultural Anthropology at the California Institute of Integral Studies in 1999. He is in information technology services and is a co-Founder of Zelltron, 2013, and a Partner of Enterprise Solutions, Inc. since 2012.
- Rafael Ulate, M.A. 1998, is Assistant Dean, Arts and Sciences, Santa Clara University. His web site says that, "Inspired by his Spanish heritage (including a love of jamón serrano, Semana Santa and tauromaquia), his graduate studies at San José State University focused on philosopher José Ortega y Gasset. An avid traveler, he has trekked across northern Spain on the pilgrimage to Santiago de Compostela and hiked the Inca Trail to Machu Picchu."
- Barbara Jean Upton, M.A. 1995, teaches Philosophy at West Valley College.
- Daniel Wagnon, M.A. 2012, is working on his PhD in Philosophy at the New School for Social Research
- John Ward, M.A., is student in Philosophy of Education at the University of Utah. His web page says "His current research is in Educational Assessment, specifically working to set appropriate goals that allow for both student choice and objectively based assessment. In his spare time he enjoys spending time with his family, putting in thousands of miles on his bike, and following new social media trends."
- Christian Wellisch, B.A. 2004, M.A. 2012, is a native of Hungary and is a former professional marital arts competitor. He is a judge advocate general officer for the California National Guard's 49th Military Police Brigade. He holds a law degree from Pacific McGeorge School of Law in Sacramento.
- Loren White, M.A. 2008, received a Graduate Certificate from Texas A&M Bush School of Government and Public Service and Advanced International Affairs and is Graduate and Postdoctoral Scholars Office Contractor, American Chemical Society since 2014. He publishes extensively in foreign affairs, for example, *Dissecting an Evolving Conflict: The Syrian Uprising and the Future of the Conflict*, a report for New America Foundation & Institute for Social Policy and Understanding, June 2013.
- John Wilhelmsson, M.A. 2007, has self-published (Chaos to Order Publishing) several books over the last few years including his award winning master's thesis "The Transposition of Edith Stein: Her Contributions to Philosophy, Feminism & The Theology of the Body," "A Pilgrimage to Iceland," and "Tales of the Theotokos: Mary in the Personal, Historical, Scriptural, and Spiritual Realms." (2013) John has taught as an adjunct in the Department of Philosophy since 2007. He has also owned his own locksmith shop John Lock and Key since 2003.
- Dan Williamson, M.A., received his Ph.D. from University of California at Riverside. He now teaches part-time for the Philosophy Department at SJSU.
- Phil Williamson, M.A., is at the University of New Mexico with interests in History of Philosophy, Phenomenology of the social world, Husserl and Heidegger. He gave "Rorty's Ironic Atheism: Towards a Neo-Pragmatic Philosophy of Religion," at the 12th Annual Meeting on Pragmatism, in November 2009, Sao Paulo, Brazil, comments on "The Proto-Morality of Life: Primary Recognition in Axel Honneth's Reading of Phenomenology of Spirit," at the APA Pacific Division Meeting in March, 2009, and comments on "Self-Awareness, Self-Understanding, and Self-interpretation," at the APA Pacific Division Meeting, 2009. He is developing a thesis on Morton White.

- Wayne Yuen, B.A. 2000, M.A. 2002, is a full-time faculty member in Philosophy at Ohlone College. He recently edited *The Walking Dead and Philosophy: Zombie Apocalypse Now* (Open Court, 2012)
- Kyle Yrigoyen, who won our Manor Prize for Outstanding Logic Student, is now teaching in our department.

B. Long-Term Course Plan: This will be sent as a separate pdf file with the packet of files.