

ANNUAL REPORT
Department of Philosophy/Religious Studies
2005-06

Prepared by
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I. Strategic Plan.

Mission Statements of the Philosophy and Religious Studies Programs

The Philosophy Program encourages and assists UNF students and members of the wider community to appreciate the great intellectual conversations, clarify unexamined assumptions, evaluate the ideas and norms that motivate intellectual inquiry, and participate intelligently and responsibly in public debates. The program offers and seeks to enhance excellent undergraduate and graduate instructional programs in philosophy, supports/produces high quality research and scholarship in philosophy, and participates in meaningful institutional, professional, and community service. The program is committed to regular and ongoing scrutiny of its efforts in teaching, research, and service.

Religious Studies is a multi-disciplinary effort to examine the phenomenon known as religion in an impartial, academic manner. Religious Studies scholars compare aspects of the variety of the world's religions, they ask philosophical questions about the nature of religion, and they explore the relationship between religions and the larger cultural context in which religions are found. Religious Studies teaches students to engage and understand worldviews different from their own. This not only broadens the students' perspectives, but also provides skills useful in the global context in which we live. As an undergraduate minor, Religious Studies contributes to a student's grounding in the classical liberal arts. It focuses on clear thinking and writing and teaches students both to ask insightful questions and to see the world through the eyes of others. The Religious Studies program offers and seeks to enhance excellent instructional programs in religious studies, supports/produces high quality research and scholarship in religious studies, and participates in meaningful institutional, professional, and community service. The program is committed to regular and ongoing scrutiny of its efforts in teaching, research, and service.

Goal 1 to provide excellent instruction in philosophy and religious studies to its diverse student body at every level of the curriculum, through a rigorous, pluralistically oriented, relevant and innovative pedagogy as well as through transformative learning opportunities.

Undergraduate Instruction in Philosophy

Action 1.1.1 Maintain and further develop a diverse curriculum that acquaints students with the range of subfields in the discipline of philosophy.

Outcome. The department did offer a diversified curriculum this year, with courses in the Anglo-American, Continental-European and Asian-Comparative traditions. The curriculum included courses equally with a theoretical and applied focus. More courses in the applied area, notably business ethics, were offered as the result of a new hire—Mitchell Haney—in that area.

Evaluation. The department did a good job this year in both maintaining and further offering a diversified curriculum. Greater diversity will flow from the appointment of a new colleague, Rico Vitz, who specializes in history of early modern philosophy as well as moral psychology. During 06-07 the department will conduct searches for specialists in applied ethics/environmental ethics as well as race/gender theory, and these appointments will certainly result in enrichments to the curriculum.

Action 1.1.2 Maintain and further develop a diverse curriculum that acquaints students with the range of traditions and orientations in philosophy, including the Anglo-American, the European-Continental, and the Asian-Comparative.

Outcome/Evaluation. See 1.1.1 above.

Action 1.1.3 Increase the number of majors and minors in philosophy. Continue to increase the program's percentage share of COAS Student Credit Hours (SCH).

Outcome.

- According to the COAS *Data Book*, the Philosophy program saw a 16% decrease in undergraduate majors, from a historical high of 55 in Fall04 to 46 in Fall05. Majors thus returned to the level they were in F03. Intended majors also marked a decline, from 26 to 16. *On the other hand*, with the inauguration of its new graduate program in Practical Philosophy and Applied Ethics the department did add a total eleven graduate majors, 8 in the MA program and 3 in the Applied Ethics Certificate program. Thus even though undergraduate majors declined, the department experienced an increase in *total* majors, from 55 in 2004 to 57 in 2005. The 57 total represent 2% of the total majors in the college.

- Minors. The department saw a significant increase in the number of its philosophy minors, growing from 64 in Fall 04 to 91 in Fall 05.
- The department continued its seemingly inexorable increase in Student Credit Hour productivity, from 5.92% of the college total in 03-04, to 6.14% in 04-05, and 6.27% in 05-06. Of the thirteen COAS departments, it was one of six to record an increase. The department ranked seventh overall in SCH productivity. A small factor in the increase was the addition of graduate students, as undergraduate philosophy SCH productivity changed only slightly. A larger factor was the sizable increase, at both lower and upper levels, of the numbers for religious studies courses (see 1.3.2 below). In terms of its student enrollment per section, the department total average of 32.29 was well above the College average of 27.86.

Evaluation. Overall numbers continue to increase. Rather remarkable is the large increase in philosophy minors. The one cause for concern was the decline in undergraduate majors, and why more students are electing to minor rather than major in the field. These are issues that will have to be addressed during 06-07. The graduate program, whose focus is unique in the state, has an opportunity to contribute significantly to the department's overall number of majors.

Action 1.1.4 Continue and expand the number of cross-listed courses and other courses that serve constituencies in other departments/colleges.

Outcome. The department continued to offer cross-listed courses, primarily notably with the Coggin College of Business and the College of Health. For the first time the program also established an affiliation with the COH Dept of Public Health, with a new course taught by Alissa Swota entitled the Ethical Issues in Public Health. In the fall the department offered, as it has in the past, its Philosophy of Science course for COEHS students who plan to teach high school science courses; for the first time it offered a new course—Dr. Kline's Science and Society—that may be appropriate for COEHS students who seek something more accessible than the 4000-level Phil of Science. Owing to lack of demand a version of Contemporary Ethical Issues for the College of Engineering was not offered this year. While the department indicated a willingness to offer for the Division of Computing Sciences a course on ethics and computer science, colleagues in that division decided to develop and offer a course of their own.

Evaluation. The department continues to do a very good job in assisting other programs, even while it creates a more diversified composition of students for its own courses. Perhaps the chief issue requiring attention is that involving SCH credit for cross-listed courses, especially with regard to those offered for COBA students. Given the fact that the large majority of students taking business ethics courses do so with for the MAN crosslist, and given that SCH credits are assigned to the course prefix, university productivity figures probably do not reflect the contributions made by the department both to UNF students and to inter-college education at UNF. Clarification of this matter will probably require the attention of the provost.

Action 1.1.5 Review and revise the philosophy major and minor in response to long-term discipline-specific trends, including attention to applied ethics, the public value of philosophy, and efforts to engage underrepresented constituencies.

Outcome. No major review of the program was conducted along these lines. The department did offer and introduce into the catalog new courses in applied ethics.

Evaluation. Additional courses that engage underrepresented constituencies will have to await the anticipated appointment, in 06-07, of a colleague in race and gender theory.

Action 1.1.6 Review and revise the various major tracks and minors; consider the addition of new tracks, say, in the area of knowledge, science, and society.

Outcome. No revisions to the tracks/minors were implemented. As indicated above, new courses were added to existing tracks and minors.

Evaluation. Changes to the tracks/minors will be reviewed in 06-07.

Action 1.1.7 Appoint new colleagues whose areas of expertise either correct existing deficiencies or enhance existing strengths.

Outcome. A new colleague—Dr. Rico Vitz—in the area of early modern was hired during the year and his presence will correct deficiencies in the program's curricular offerings in the area of early modern philosophy.

Evaluation. A recruitment effort in the area of race/gender theory or environmental ethics was not successful, and will be attempted again in 06-07, this time with two separate positions, one of which—race/gender—possibly at the senior level. It is anticipated that the department will conduct a national search to replace aesthetician David Fenner, who has assumed an administrative position elsewhere in the university.

Action 1.1.8 Enhance the rigor of the curriculum by adding 4000-level courses to our various tracks.

Outcome. The department completed APC forms so as to add 4000-level courses to several of the tracks.

Evaluation. Henceforth no philosophy majors will be able to complete his/her degree without completing at least two 4000-level courses (in addition to the seminar), a change that enhances the rigor of the program.

Action 1.1.9 Continue to explore the possibility of appointing Instructors or Lecturers to assist the program in meeting general education requirements.

Outcome. The issue was explored but not pursued owing in part to the new Collective Bargaining Agreements (CBA) strictures on multi-year appointments.

Evaluation. To meet teaching needs that cannot be addressed by regular and part-time faculty, the department will rely increasingly on Graduate Teaching Assistants (GTA's).

Action 1.1.10 Increase student participation in special UNF learning opportunities, such as the Undergraduate Academic Enrichment Program and the Undergraduate Student Research Symposium sponsored by the Honors program.

Outcome. One philosophy student participated in the Undergraduate research program. None this year apparently was involved with the Enrichment program. Many students took directed independent studies with department faculty.

Evaluation. A more concerted effort to supports these opportunities will be undertaken in 06-07.

Action 1.1.11 Revisit criteria for the Honors in the Majors program and increase the number of philosophy students preparing Honors theses.

Outcome. As a result of conversations the Honors program has relaxed some of its criteria for honors in the major, i.e. that students must take six extra hours of research and two one-hour courses—thesis proposal and colloquium presentation. At the discretion of the department, it now appears that only three hours of thesis research and the second 1-hour course are required.

Evaluation. These changes should increase the number of students pursuing honors theses. It should also make unnecessary the “department thesis” option the department had been exploring in light of the restrictiveness of Honors Program criteria.

Action 1.1.12 Establish a Study Abroad Program, with special attention to issues of Global Ethics.

Outcome. A study abroad program focused on issues in global ethics was included in the department's unsuccessful 2006 flagship proposal.

Evaluation. A study abroad program will be explored in 06-07; Tim Robinson of the International Center will visit a department meeting to discuss options.

Action 1.1.13 Develop a course release banking system that compensates faculty for independent studies, thesis projects, and other special work with students.

Outcome. Essentially two options were considered—one focused on extra or special course-work with students, the other on focused on exemplary accomplishments in research and service. No proposal was enacted, in part because in the meantime the university has indicated plans to support a proposal of its own based on exemplary accomplishment in research.

Evaluation. Assuming that the university proposal is adopted, the department, during 06-07, will likely adopt a proposal based on the first model.

Action 1.1.14 Review the Northeast Florida Student philosophy conference with the aim of increasing student and faculty attendance/participation.

Outcome. An explicit review did not occur, but the results of this year's successful conference makes clear that attention to this issue is still needed.

Evaluation. An assessment of a course of action will be initiated at the August retreat. One possibility, however, involves including graduate students—some of whom have expressed interest—in the organization and implementation of the event. Also, some consideration needs to be given reviving a reception at the conclusion of the event, as graduate students have also proposed.

Action 1.1.15 In conjunction with the Ethics Center, establish a UNF Ethics Bowl team for participation in the annual Ethics Bowl competition sponsored by Association of Practical and Professional Ethics.

Outcome. Efforts were made to establish a team, but this first required identification of a team coach and for various reasons—course coverage issues, time constraints, faculty interest—this did not occur during 05-06.

Evaluation. Fashioning an Ethics Bowl team is an important objective of both the department and the Ethics Center, especially in light of the new focus on transformational learning opportunities. Making some headway on this issue is clearly a goal for 06-07, perhaps by turning to someone other than a regular tenure track member of the department.

Action 1.1.16 Develop a successful flagship proposal.

Outcome. As in 04-05, the department did prepare a flagship proposal, which, as with last year, was also unsuccessful.

Evaluation. The department is convinced that it has a program that would be an outstanding candidate for flagship status. So far, however, the review committees have not shared this estimation. At its August retreat department members will consider whether preparation of another proposal is worth the effort.

Graduate Instruction in Philosophy

Action 1.2.1 Broaden student recruitment efforts.

Outcome. As a result of recruitment efforts, students from undergraduate institutions so far unrepresented applied to the program. Under supervision of Graduate Coordinator Kögler, a brochure for the applied ethics certificate program was finalized; a partnership agreement form was nearly finalized.

Evaluation. The department recruited a good class for its second year. Additional efforts—including a more prominent presence at the Florida Philosophical Association November meeting—are advisable. Members of the graduate committee,

particularly the applied ethics, will likely have to assume a greater role in recruiting candidates for the applied ethics certificate program.

Action 1.2.2 Secure additional GTA positions and support for tuition remission for all students.

Outcome. During 05-06 the department was assigned a third GTA for 06-07. Little progress was made on tuition remissions. A plan was fashioned so that course releases for faculty projects sponsored by the Ethics Center could be financed through a GTA position funded by the Center.

Evaluation. If the program is to be nationally competitive, it will have to find additional financial means to support graduate education. In this regard, affiliation with the Ethics Center can be of great value,

Action 1.2.3 Develop new internship partnerships with local and regional organizations.

Outcome. Formalized a partnership agreement with Johnson & Johnson's The Vision Care Institute (VCI); other arrangements are being fashioned by individual students. The internship agreement form was nearly finalized.

Evaluation. Although commitment to a partnership agreement with VCI has been formalized, specific proposals for internships and faculty participation still have to be clarified and implemented. Partnership agreements with other organizations need to be cultivated.

Action 1.2.4 Arrange for national internship programs, e.g. at national think tanks.

Outcome. A proposal for programs of this sort was included in the department's unsuccessful and unfunded flagship proposal.

Evaluation. If internships of this sort are to be realized, and this is desirable, the department will apparently have to locate sources of support other than those associated with the flagship.

Action 1.2.5 Advance Applied Ethics Certificate Program, with a brochure and other recruitment strategies.

Outcome/Evaluation. See 1.2.1 above.

Action 1.2.6 Formalize GTA Orientation session, in cooperation with College and related Programs.

Outcome. In conjunction with the Writing Center and other COAS departments, an orientation session, evidently appreciated, was conducted for incoming GTA's.

Evaluation. As the number of GTA's increase, such efforts will likely require greater structure, something that already seems to be in the works on a university-wide basis.

Action 1.2.7 Coordinate relationship between the MA Applied Ethics Certificate Program and Continuing Education courses sponsored by the Ethics Center.

Outcome. The faculty member coordinating the Ethics Education course for health care professionals alerted students to the certificate program as a way of further pursuing studies in applied ethics.

Evaluation. As the programs develop some more substantive cooperation is needed, along the lines perhaps of enabling certificate students to attend continuing education events. Such efforts should be arranged from the outset for any new continuing education courses.

Undergraduate Instruction in Religious Studies

Action 1.3.1 Develop new and innovative upper-level courses in religious studies that can be added to the core curriculum in religious studies and meet college wide requirements (e.g. foreign culture courses).

Outcome. The RS program offered a number of new and innovative courses, most notably by the new colleague Mark Elmore, who offered a range of novel and stimulating courses in his field of expertise, South Asian religions. Notable here is Elmore's Idea of India course, which was approved for offering as a foreign culture course. In addition, the program benefited from contributions by new adjuncts Katherine Gill and Mary Treyz. Dr. Gill offered courses the DaVinci Code, Religion and the Body, Medieval Cultures; and Dr. Treyz taught Liberation Theologies, a course in the catalog but not taught for many years. Also worth noting is the APC preparation of a RS DIS, something that for so many years was conspicuously absent from the curriculum. Finally, a couple of popular courses regularly taught by Dr. Ingersoll—Religion and the Courts, Religion and Popular Culture—were successfully prepared for catalog inclusion.

Evaluation. The program quite successfully accomplished the action. An unfortunate development was Elmore's resignation to take a job at NYU, something that for the immediate future nullifies some of the year's positive achievements.

Action 1.3.2 Increase minors and SCH numbers in religious studies.

Outcome

- Minors continued to increase, from 63 in Fall 04 to 74 in Fall 05.
- Enrollment numbers for religious studies increased at all levels. 13 lower-level sections were offered compared to 10 in 04-5; 14 upper-level courses compared to 8 in 04-05; and a total of 27 compared to 18 in 04-05. SCH productivity marked correspondingly increases: 1668 at the lower level compared to 1260 in 04-05; 1137 compared to 711; and 2805 total compared to 1971. RS SCH now represents 19.83% of the department total, compared to 15% in 04-05.

Evaluation. The increases at all levels—minors, SCH's, enrollments—make clear that the religious studies program merits a 3rd full-time position, one that will also permit application for and implementation of a UNF B.A. degree in the field.

Action 1.3.3 Continue to increase number of sections of REL2300 Comparative Religion, which fills CD requirement.

Outcome. The program did increase the number of sections offered.

Evaluation. The fact that even with the increased offerings all sections filled (in one case an adjunct was given additional compensation to raise the caps from 45 to 55) indicates not only the high demand for this course but is special appropriateness in fulfilling the Cultural Diversity requirement.

Action 1.3.4 Replace the recently resigned 2nd full-time colleague in religious studies.

Outcome/Evaluation. See 1.3.1 above. Replacement on a tenure-line basis should occur during 06-07, as a result of a planned national search. On a visiting basis the position will be filled by Tamar Reich, a U of Chicago Ph.D. who specializes in South Asian Culture and Civilization.

Action 1.3.5 Hire a third person and develop a plan to add a B.A.

Outcome. The department requested a new line in religious studies, one that would bring the total number of tenure-line RS position, the number apparently needed to sustain a BA program in religious studies. This request was not approved.

Evaluation. It is unfortunate that the position request was not approved, as UNF is now in a position to offer a BA degree in RS. However, given the resignation of Mark Elmore, it may be best that the program directs its efforts and resources first to stabilizing the second full-time position.

Action 1.3.6 Hire colleagues reflective of the diversity of traditions and orientations in the academic study of religion.

Outcome. The hire of Mark Elmore, as well Tamar Reich as his replacement, diversified the representation of RS traditions and orientations at UNF.

Evaluation. Such diversifying efforts are expected to continue in the future.

Goal 2 Support top quality contributions to disciplinary research and scholarship.

Action 2.1 Secure regularized release time to promote faculty research agenda.

Outcome. The provost has initiated a plan to provide release for faculty with exemplary records of scholarly productivity.

Evaluation. This appears to have made a department plan unnecessary for the moment.

Action 2.2 Locate external funding opportunities to subsidize research in philosophy and religious studies.

Outcome. No department-wide opportunities were located or pursued. As indicated in the scholarship report below, individual faculty pursued and obtained forms of external support.

Evaluation. External funding opportunities are limited for scholars in the humanities. However, opportunities are available (increasingly in applied ethics) and faculty probably should make greater efforts to secure such support.

Action 2.3 Establish Faculty-Student Research Collaboratives, principally for summer activities, that culminate in peer-reviewed research products.

Outcome. Such collaboratives were included in the department's flagship proposal, which was not funded.

Evaluation. The department will continue to pursue efforts of this sort, as they can play an important role both in the MA program. Given time commitments, some funding will have to be located—if not from the flagship program, then somewhere else.

Action 2.4 Establish “The Florida Journal of Applied Philosophy” that would serve as the organ of student research in applied philosophy at UNF.

Outcome/Evaluation. See 2.3 above.

Action 2.5 In conjunction with a the Ethics Center, establish a Visiting Scholars Program in Applied Philosophy that would support visits to UNF by scholars who work closely with faculty and students organizations on some area of applied philosophy.

Outcome/Evaluation. See 2.3 above.

Goal 3 Foster the department's institutional, community and professional service commitments.

Action 3.1 Obtain funding for endowed lecture series in philosophy and religious studies.

Outcome. Support for an endowed lectures series in applied philosophy was included in the department's unsuccessful flagship proposal.

Evaluation. Both programs may have to approach private sources for any endowment series.

Action 3.2 Regularize department colloquia/speakers series in philosophy and religious studies.

Outcome. During 05-06 the philosophy colloquium series, coordinated by Daniel Callcut, took the form of broad bag lunches featuring UNF faculty. The religious studies speakers series sponsored one visitor, arranged by John Maraldo, and funded by the department.

Evaluation. In differing degrees department colloquia and speaker series remain somewhat ad hoc. Anything more regularized or elaborate will likely have to depend on the funding sources noted in 3.1.

Action 3.3 In conjunction with the ethics center, develop an ethics across the curriculum program that provides contextualized ethics training for students and faculty in UNF's professional colleges.

Outcome. While the Ethics, with department faculty, has pursued an ethics across the curriculum program, the department's efforts have been restricted to teaching cross-listed courses for the professional colleges.

Evaluation. At least for the time being these efforts are best handled by the Ethics Center.

Action 3.4 Establish greater departmental representation on university committees.

Outcome. Most department faculty served on some college or university-wide committees.

Evaluation. The department is underrepresented on (elected) faculty association committees and would likely benefit from greater representation here, especially by senior colleagues.

Action 3.5 Further review department open house/student reception.

Outcome. This year the department did not stage the Open House it has offered in the past, owing in part to limited past attendance. It did host a reception for its students at the March philosophy conference, on the assumption that students might be attracted to the event, one to which in any event they should have exposure. This year no event was hosted by religious studies.

Evaluation. Response to the philosophy conference reception remained small; greater publicity should attract more students. If not, the department will review options. In 06-07 religious studies is expected to arrange an event around a speaker series event.

Action 3.6 Increase faculty participation in Philosophy Slams.

Outcome. As in the past department faculty did participate in the slams.

Evaluation. If Slams are to have a department affiliation, more department faculty should probably be involved.

Action 3.7 Expand department newsletter and maintain current information on department events and activities on the website.

Outcome. The department website continued to provide basic information about faculty, department activities and course offerings. Some effort was made to train the office staff so that they can post material to the web.

Evaluation. The department (and probably the Ethics Center) needs to provide more detailed website information, including background information, about events and activities. The religious studies program needs to update *inter alia* basic information about faculty affiliated with the program. Further training is still required for the office staff.

Action 3.8 Strengthen ties between the Ethics Center and the MA program.

Outcome. Distinctive this year was the inauguration of the Blue Cross Blue Shield of Florida Ethics Center fellowship, in which the Center provided funding to support a graduate student who in turn would assist the Center with its projects and activities. An agreement was made whereby the Center would fund a GTA position to compensate for course releases extended to department faculty who engage in relevant research projects in the area of applied ethics broadly construed. The two programs worked together on a common flagship proposal and formation of a possible Ethics Bowl team. Center goals and activities are reviewed by a steering committee comprised of department members.

Evaluation. Relations between the Center and the MA program are quite positive, with the two pursuing goals and activities that are mutually beneficial. One area in which bonds could be further strengthened involves the Center Continuing Education courses. More of an effort might be made to integrate participants in these courses into the department's applied ethics certificate, which was conceived to train local professionals in issues in applied ethics. In addition, some effort might be made to involve graduate students in these courses, both as students and course assistants.

Goal 4. Engage in appropriate forms of self-scrutiny.

Action 4.1 Continue and further develop processes to assess general education philosophy and religious studies courses.

Action. The department created a mechanism to assess these courses, with instructors in three courses each from the department's four general education offerings (Introduction to Philosophy, Contemporary Ethical Issues, Reasoning and Critical Thinking, and Comparative Religion) selected to conduct assessments. Most regular faculty did conduct an assessment; not all the visitors or part-time instructors did so. Completed assessments were forwarded to the dean's office for review and tabulation.

Evaluation. The dean's office assessment has not yet been received. For the future some greater clarity is needed regarding whom the dean's office expects to coordinate these assessments within the department.

Action 4.2 Continue to assess skills in philosophy through the semesterly capstone seminar.

Outcome/Evaluation. See below.

Action 4.3 Assess knowledge of concepts and principles in philosophy through semesterly exit interviews of graduating philosophy majors.

Outcome/Evaluation. See below.

Action 4.4 Develop outcome Statements for the MA program.

Outcome/Evaluation. See below.

Action 4.5 In addition to required ISQ instructions, department faculty will continue to assess teaching effectiveness through narrative or discursive evaluations tailored to particular courses.

Outcome. Most faculty conduct these evaluations, though the format varies widely, since the department has not adopted a standard form.

Evaluation. Narrative evaluations are quite helpful, serving a double function: they provide faculty with information on issues specific to their own courses and they provide the chair with information that supplements and, in some case, explains and contextualizes ISQ results. Although a standard form is probably not advisable, it would be useful for faculty to ensure that they include in their own narrative forms questions that deal with issues specific to their courses as well those that afford students an opportunity to provide a general assessment of the course—e.g., “what did you like best about the course?” and “how might this course be improved?”

Action 4.6 Continue conducting peer teaching evaluations for untenured, visiting, and part-time faculty.

Outcome. The department continued this practice, with all tenure-line faculty responsible for conducting one evaluation.

Evaluation. Peer evaluations are a very important component of the department’s overall teaching assessment effort, as they provide a perspective on a colleague’s teaching that normally is not obtainable from student evaluations. All peer evaluations typically provide constructive criticisms of a colleague’s efforts; those of adjuncts and visiting professor are useful in reappointment decisions.

Action 4.7 Develop instruments to assess performance of office staff.

Outcome. No special assessment tools were developed this year to assess the staff. The chair continues to rely on the form provided by Human Resources.

Evaluation. An instrument will likely have to be developed to assess staff duties and responsibilities specific to the Philosophy Department.

Action 4.8 Develop instruments to assess department procedures, including scheduling, recruitment, budget/resource allocations, APC submissions.

Outcome. Department recruitment and scheduling practices were targeted for assessment this year. An assessment of recruitment practices was conducted by the chair and office manager, resulting in a comprehensive statement of all steps and procedures involved in department hiring (see Appendix II below).

Evaluation. The statement of recruitment practices is very useful, as it both formalizes many customary practices issues and clearly articulates especially for individuals involved (search chairpersons in particular) the many specific requirements and expectations of a successful search. In 06-07 similar assessments will be conducted for other of the department's administrative practices.

Continuous Improvement Plan. The Department of Philosophy is a strong unit, one that performs meritoriously at all levels. For this reason, radical or wholesale improvements are unnecessary. There are several areas, however, in which adjustments and further developments are desirable, and these will be taken up by the department in 2006-07. Many of these are already intimated in the action evaluations detailed above. Listed below are the more important ones, in no particular order.

1. Correct curricular deficiencies identified in outcome assessment efforts.
2. Increase the number of philosophy majors and minors and religious studies minors.
3. Enrich the racial/ethnic diversity of faculty and students.
4. Finalize a banking system for exemplary research (and possibly service) productivity and for extraordinary teaching activities.
5. Conduct assessments of department administrative practices not reviewed in 05-06.
6. Provide additional support for special, "transformational" student learning opportunities, be it, e.g., through more honors theses, participation in the honors research symposium or the undergraduate Enrichment Program, study abroad programs, an ethical bowl team, or summer faculty-student research collaboratives.
7. Ensure that the department is properly credited for courses taught by its faculty in/for other programs/colleges.
8. Formalize lecture/colloquium series for philosophy and religious studies, focusing especially on topics that enhance or supplement themes pursued in ongoing courses.
9. (Re)submit a successful Flagship proposal.
10. Increase faculty/student attendance at the annual student conference.
11. Make the department website more informative and useful to students.
12. Develop Outcome statements for the MA degree program.

13. Increase recruitment of graduate student applications, both state-wide and nationally.
14. Locate additional sources to fund graduate student tuition and living expenses.
15. Further establish internship opportunities for graduate students.
16. Further develop the Applied Ethics Certificate program.
17. Obtain support for a 3rd tenure line position in religious studies.
18. Establish a B.A. degree program in religious studies.

II. Student Learning Outcomes

Undergraduate Philosophy Program

- *A copy of the Academic Learning Compact is appended below.*
- *Summary of major findings of the assessment activities.*

During the academic year the Philosophy Department conducted two types of assessments of philosophy majors: one on Concepts and Principles and the other on more general Skills. The Concepts and Principles were themselves assessed in two different ways: in the fall semester, the instructor responsible conducted assessments in the two required core courses offered during the fall: Ancient Philosophy (Ellen Wagner) and Ethics (Dan Callcut); in the spring, the department turned to an Exit Interview conducted by two faculty members (Jennifer Fisher and John Maraldo) involving graduate seniors. In both semesters skills were assessed in the senior seminar, in each case by the respective course instructors (Hans-Herbert Kögler and Andrew Buchwalter).

Concepts and Principles.

- In Ancient Philosophy students performed well, with particular strengths noted in knowledge and understanding of Socratic method. Though almost all students met expectations for knowledge/understanding as regards Plato and Aristotle, these were also the areas in which greater room for improvement was evident.
- In Ethical Theory, the great majority of students met expectations as regards knowledge/understanding of main types of ethical theory, with a smaller amount, in roughly equal numbers, either exceeding or falling below expectations. In meta-ethics the majority was divided equally between exceeding/falling below expectations, with a smaller number meeting expectations.

- Exit Interview

Particular student strengths were noted in the following areas:

- I) Socratic dialectic; Aristotle's four causes
- II) Skepticism and problems with knowledge of the external world
- III) Consequentialism and deontology
- IV) Distinguishing deductive from inductive arguments

Some topics where students were less strong but still overall satisfactory:

- I) Plato's theory of the forms and Socratic elenchus (some students couldn't give an adequate explanation of either, and some of the students who clearly understood the concepts didn't know them by their proper philosophical names. We usually explained *elenchus* as cross-examination to start off.).
- II) The distinction between rationalism and empiricism (though most students could say a little about the distinction, what was said was not always clear or quite precise).
- III) Basic meta-ethical concepts (some students knew the standard arguments well, others not at all, and others still only haltingly and with a lot of prodding).
- IV) Recognizing major argument forms and distinguishing valid from invalid arguments (the further they were from having taken symbolic logic, the more difficult it was for students to recognize and identify major argument forms and say what the difference between valid and invalid arguments is).

Some particular weaknesses:

- I) Though students clearly knew in general what Plato's forms were, they could not rehearse the standard arguments against their existence very clearly.
- II) Students were very weak on the non-moral theories of Kant, and what the specifics of his epistemological views were. Also, they were not able to explain basic distinctions in metaphysics very clearly.
- III) Students were not able to clearly explain either virtue theories or the standard arguments for/against virtue theories.

Senior Seminar Skills Assessment.

Categories for assessing work done in the senior seminar were numerous.

- For the fall seminar on Wittgenstein, students showed particular strengths in appreciating the significance of an issue, openness to alternative perspectives, originality of thought, and mastery of paper writing mechanics. The greatest areas for improvement lay in the ability of students both to provide proper evidence for their arguments and to consider/respond to the objections that might be raised against a thesis.
 - Results for the spring seminar on Hegel's politics results were somewhat less positive than the fall version. While student work was generally solid, little was outstanding, and some was in need of significant improvement. A group of students excelled in understanding meaning and application of an issue, in restating an issue in their own words, in articulating a clearly defined thesis, and in verbally presenting a clear summary of an issue. Many needed improvement in: presenting rigorous analysis/interpretation of a text; in advancing a thesis in a clear, even, organized, and systematic manner; responding to possible objections to their thesis; and responding verbally to objections to a thesis.
- *Assessment information used to improve the program's curriculum and teaching effectiveness.*

Given that this was the first year for concepts/principles assessments and that central assessments were conducted only at the end of the spring semester, the department has not had a collective opportunity collectively to review the assessment results and implement improvements. This is something that will be addressed at the department's August retreat. However, on the basis of perceived student weaknesses revealed in the exit interviews, interviewers Fisher and Maraldo made the following recommendations:

- i) That a course on Kant's theoretical philosophy be offered more regularly. Not only did several students comment that they wish they could have taken a course like this, but it would alleviate this major weakness in student's understanding.
- ii) That all professors take care to rehearse a) criticisms of the theory of forms; b) the basic distinctions and issues in metaphysics; and c) virtue theories and their strengths and weakness, where appropriate in all classes, to reinforce the basic issues with respect to each of these topics.

Where results were more mixed, the following recommendations were made:

- i) that all professors reinforce basic terminology (elenchus, dialectic, rationalism, empiricism, validity, invalidity) where appropriate in all classes.

Drs. Fisher and Maraldo also noted the following very instructive general feedback provided by students.

On the positive side:

- i) Several students said that what they liked best about the program are the professors and their

availability.

- ii) The diversity of views and range of classes was cited by a couple students as being very much appreciated.
- iii) Special topics classes were singled out as an excellent opportunity for students to really engage in high-level philosophical discussion and analysis.

On the critical side students had several very good suggestions for improving the program:

- i) That we should do a better job at letting students know when there are extra-curricular talks with enough advance notice to give them time to make plans to come.
- ii) That we try, where possible, to bring more people to campus to talk about issues that directly connect with class topics/discussions.
- iii) That we should offer more on feminist and race & gender theory.
- iv) That we give periodic, more frequent assessments of writing, e.g. on short papers.
- v) That we include on the Department web pages a site telling what the program's graduates are doing job-wise, and that we integrate job skills such as computer usage into our program.
- vi) Several students regretted the lower level of discussions in required courses. Two suggested that students should be able to waive a required course where they have taken two or more upper level courses on similar themes (e.g., that a student who has taken both Moral Skepticism and Moral Conflict not be required to take Ethical Theories). Another suggested that the 3000 level courses are filled with "less serious" students (non-majors?), so we need more challenging courses for the majors, e.g. two levels of courses on the philosophy of language.
- vii) Similarly, students felt that required courses were frequently more superficial, and they expressed a decided preference for in-depth focus on one philosopher/issue, rather than general surveys on several philosophers/issues.

- *Assessment plans for the next academic year.*

- i. At its August retreat the department as a whole will discuss the results of the past year assessment efforts, and determine what changes might be made to the curriculum.
- ii. Department members will also consider what changes might be made to the assessment process itself. As it stands now, however, it is expected that the process will include the two-component process with which it concluded the year:
 - a. Exit interview assessing concepts and principles;
 - b. Senior seminar assessment of skills.

Graduate Philosophy Program.

- *Graduate Learning Outcomes.*

The department has yet to finalize GLO's. Herewith a provisional version, taken from the MA program proposal:

Skills: Students will acquire (1) the ability to apply ethical knowledge to concrete economic, medical, legal, pedagogical, cultural, and governmental contexts; (2) facility with the modes of social, political, and cultural analysis that explain and assess the contexts of ethical life, including the ability to apply theoretical insights to current issues in social, public, and professional life.

Knowledge: Students will learn (1) the methods and argumentative procedures needed to make informed judgments and offer valid explanations for processes and phenomena in the social and cultural world; (2) the specific expectations in diverse professional fields, social contexts, and cultural environments with regard to effective moral reasoning and problem solving.

Values: Students will to appreciate (1) the ethical and cultural complexity of issues and conflicts in society today as well as, the need for their nuanced assessment; (2) the importance of applying legitimate and morally sound principles to matters in professional, public, and personal life.

- *Summary of major findings of the assessment activities*

No assessment of the graduate program was conducted in 2005-06.

- *Assessment information has been used to improve the curriculum and teaching effectiveness.*

NA

- *Assessment plans for the next academic year.*

- i. The department's Graduate Committee will complete preparation of learning outcomes;
- ii. it will prepare rubrics to test the outcomes;
- iii. it will conduct assessment in the two proseminars and other graduate courses to be determined.

Appendix I: Department of Philosophy Academic Learning Compact

Mission Statement

The Philosophy Program encourages and assists both UNF students and members of the wider community to appreciate the great intellectual conversations, clarify unexamined assumptions, to evaluate the ideas and norms that motivate intellectual inquiry, and to participate intelligently and responsibly in public debates.

Student Learning Outcomes:

UNF Philosophy graduates will:

Content/Disciplinary Knowledge & Skills

Possess substantive knowledge and appreciation of main developments, traditions, and/or topics in the discipline of philosophy, including theoretical, practical, or historical domains. This may be evidenced in written work by:

- a clear exposition or reconstruction of a particular theory or issue
- knowledge of the context of the theory/issue
- appreciation of the meaning, significance, implication, and/or application of the theory/issue

Critical Thinking Skills

Possess critical reasoning skills and facility with logical analysis. This may be evidenced in written work where:

- argumentative premises are properly evidenced or explained
- arguments are well reasoned, with conclusions properly following from premises
- no informal fallacies are committed
- any recommended action flows from reasons provided

Communication Skills

Write in a reasoned, persuasive, and argumentatively effective manner. In their written work, they will:

- articulate a clearly defined thesis
- advance the thesis in a clear, even, organized, coherent, and systematic manner
- support the thesis by providing evidence, examples, and argument
- consider and respond to possible objections to the thesis
- avoid spelling, mechanical, grammatical, or punctuation mistakes
- correctly identify, acknowledge, and document sources

Possess the verbal skills needed both for individual presentations and participation in group discussions. The student will demonstrate such skills by:

- presenting a well-structured, clear, and comprehensive summary of a particular project
- offering answers to questions which are thorough and substantive
- avoiding unnecessary jargon while showing full competency in the use of philosophic and theoretic terminology

Possess the ability to read complex argumentative prose in a systematic, interpretive, and critical manner. Student can demonstrate these skills by providing an explanatory exposition of a theory or the subject of some complex argumentative prose in which he/she:

- uses his or her own words to explain or restate the theory
- presents a rigorous analysis, interpretation, or assessment of the text(s)
- recognizes fallacious, invalid, or unsound reasoning
- acknowledges conflicting evidence and alternative perspectives or explanations
- shows originality or independence of thought in presenting ideas, arguments, or issues

Assessment Approaches

Numerous direct and indirect measures of student learning will be employed to assess mastery of the intended student learning outcomes. Course embedded assessments using a defined scoring rubric (criterion-base rating scale) will be one of the principal assessment approaches within the Philosophy program. Other direct measures of learning

outcomes may include senior seminar essays and reports, and senior exit interviews. Indirect measures may include employer or alumni surveys, student perception surveys, and graduate school placement rates.

Career Opportunities

For information on the many career options available to Accounting majors, go to *What Can You Do with an Philosophy Major* at: <http://www.unf.edu/dept/cdc/majors/philosophy.html>

For More Information

To learn more about the UNF Philosophy Department and majoring in Philosophy, go to <http://www.unf.edu/coas/philosophy/>

Appendix II: Philosophy/Religious Studies Search Procedures

Recruitment Process Procedures
Department of Philosophy/Religious Studies

Prepared by
Andrew Buchwalter, Department Chair
Gayle Stillson, Office Manager
July 2006

1. As part of its strategic planning, the department identifies and prioritizes position needs, which the department chair shares with the college dean.
2. Once a position request is approved by the dean and the provost, the department meets to design a recruitment plan, focusing particularly on the content of the job description and wording of the advertisement. This meeting is scheduled to ensure that advertisements can be published in a timely manner and that applicant files can be submitted and reviewed to permit interviews at national meetings in November and December.
3. The department chair composes the search committee members and assigns a search chair. A subcommittee is also selected to conduct interviews at the national convention.

4. The department chair finalizes the recruitment plan written, entering it in the university's OASYs system.
5. Recruitment Plan is reviewed and approved by COAS dean, who then forwards to Office of Equal Opportunity Employment.
6. Office of Equal Opportunity Employment reviews and approves recruitment plan.
7. Via the Purchasing Office, ad(s) are submitted to Jobs for Philosophers/American Academy of Religion and Chronicle for Higher Education.
8. Following formal university approval of recruitment plan and submission of advertisement, the department chair/hiring officer calls a meeting of the search committee, reviewing the job description and department search procedures (some detailed below), and otherwise charging committee members with their duties. The office manager responsible for search files and paperwork will normally attend this meeting as well. The chair or, if available, a representative of the EO Office will review university procedures and expectations associated with searches. At this meeting the search committee chair will discuss logistical issues associated with the search, e.g., meeting schedules, interview timetables, local travel arrangements.
9. All formal committee decisions, at the initial meeting and throughout the search, will be reached by a vote, based on majority will. Voting need only involve a show of hands. Only individuals present at a meeting are entitled to vote. Minutes, to be approved by the committee, shall be prepared for each search committee meeting, either by the search committee chair or the search committee secretary, to be selected by the committee at the initial meeting.
10. As applications are received the materials are date stamped and logged in an index card filing system (each card includes applicant name, search file number (assigned as applications are received), applicant mailing address, applicant e-mail address and an area indicating which required documents (On-Line Application (★), CV, Letter of Application, Letters of Recommendation, Transcript and Writing Sample have been received).

Smith, John H. (Dr.) 25 Snail Mail Lane Jacksonville, FL 32224	35
CV Letter of Application Letter of Recommendation 1 2 3 Transcript Writing Sample	
	★

11. Once the applicant file has been processed for the index card filing system the file is labeled and filed in the corresponding search records filing cabinet drawer, presently located in the department commons area (accessible at all times to department faculty).
12. As additional materials for an existing search applicant are received, they are logged on the applicant's index card in the index card filing system and materials are date stamped and filed with applicant's existing file materials.
13. Office manager contacts those individuals whose applicants are missing materials. Contact is commonly established with applicants who have not yet submitted an on-line application, a relatively new requirement for UNF and one not familiar to most of our department's applicants; applicants who have not submitted an online application by the deadline cannot be considered for the position.
14. Once all materials postmarked by the deadline are received (usually within one week after the application postmark deadline), the Office of Equal Opportunity Employment reviews and approves the applicant pool.
15. Following EO Office approval, search committee members are permitted to begin review of applicant files.
16. To facilitate the review process, the office manager creates and distributes to committee members an Excel spreadsheet formatted with applicant name, institution, degree status, and space for search committee member comments.

TITLE	LAST	FIRST	MID	UNIVERSITY	COMMENTS & MISSING DOCUMENTS
Dr./Mr./Ms.	Smith	John	H.	UF	

17. Search committee meets to review applicants and identify candidates selected for interview, be it at the national conference or via telephone. In his/her capacity as hiring officer, the department chair attends meetings and, as necessary, queries the committee on its selections. Only committee members have voting rights.
18. The hiring officer, search committee chair, and office manager will place copies of *all* correspondence with candidates, email correspondence included, in the candidates' respective files.
19. The committee conducts telephone interviews with those selected candidates unable to attend the national meeting.
20. Conference interviewers will make their own travel and lodging arrangements, and will initiate preparation, with the department secretary, of a Travel Authorization Request (TAR). To keep down costs, interviewers are expected to make travel arrangements well in advance of travel dates. The department secretary can assist in locating economical rates.
21. A search subcommittee conducts interviews at national convention, based on a committee approved list of questions.
22. Soon after the national convention, a meeting is held in which subcommittee members share assessments of interviewed candidates with the entire search committee, which then selects applicants for on-campus interviews.

23. Copies of applicant files of those selected for on-campus interview forwarded to COAS dean for approval.
24. Once on-campus interviews are approved, the search chair contacts candidates to set up a mutually acceptable interview schedule. (Usually no more than a day and a half is needed for the interview, which means that the lodging arrangements should not involve more than two nights.) The search chair advises candidates that they must purchase their own airline tickets, for which they will later be reimbursed by the department. Candidates will also be expected to pay and be reimbursed for local lodging unless—and this is the preferable option—an arrangement exists, as it often does, for the department to be billed directly. Candidates will stay only at those hotels that provide a government rate. The present university policy is that candidates will pay for their own restaurant meals and receive reimbursement according to the standard university per diem. (However, since the per diem does not always cover all meal expenses, department chairs are currently working with the administration on an arrangement ensuring that candidates' meal expenses are fully covered.)
25. Secretary books hotel reservations for on-campus interviews and prepares (TAR).
26. Assisted by the office manager, the search chair sets agenda for on-campus interviews. Required agenda items include research presentation, teaching demonstration, general meeting with committee members, meeting with dean, and meeting with chairperson.
27. Assisted by the office manager, the search chair coordinates the candidate's meal and local travel arrangements.
28. Search chair prepares evaluation forms to be distributed to students and non-committee members at teaching and research demonstrations.
29. On-campus interviews conducted. During campus interviews all members of the search committee are expected to attend all research and teaching presentations, as well as the campus meeting with candidates. It is the duty of the search chairperson to coordinate events to ensure maximum committee member participation. Department members not on the search committee are encouraged to attend research presentations; they may attend the general meeting with the candidate; to avoid creating a classroom environment more artificial than it already is, they are asked *not* to attend the teaching demonstrations. Committee members are also expected to assist in local transportation of, and to share at least one meal with, a candidate.
30. Candidate meets with office manager to sign TAR and other reimbursement paperwork.
31. Following visit by all search candidates, the search committee meets to discuss on-campus interviews and to make a recommendation to the department chair/hiring officer.
32. In the event that the search committee is not the committee of the (department) whole, the chair convenes the entire department to discuss the committee's recommendation.
33. The chair presents a recommendation to the dean. The chair informs the dean if his/her recommendation differs from that of the committee.

34. If the chair's recommendation involves extending an offer, he/she prepares memo to COAS dean requesting permission to extend verbal offer to applicant. The memo notes committee evaluations and voting, why a particular candidate was selected, and why others (especially, if necessary, women and minorities) were not.
35. The chair's memo is accompanied by a Faculty Documentation Check-list, prepared by the office manager for the chair's signature. Attached documents include curriculum vitae, transcripts of graduate work and three letters of reference dated within the past year.
36. The chair's memo, accompanied by the Documentation Check-list and copies of the candidate's application materials, is forwarded to provost via COAS dean. (In cases of visiting appointments, materials are forwarded only to the dean's office.)
37. Once approved for offer by the dean/provost, the chair extends offer to applicant, allowing candidate one to two weeks to respond.
38. If verbal offer accepted, paperwork is updated and a formal offer letter is prepared by the office manager for signature by the chair, dean, provost, and candidate.
39. Offer letter, updated faculty documentation checklist and originals of transcript, letters of recommendation and CV taken to COAS dean.
40. Offer letter packet processed via COAS dean's office and Academic Affairs and offer letters mailed to applicant for his/her signature and return, typically within two weeks of receipt.
41. Signed offer letter returned by applicant.
42. Chair/hiring officer, or office manager, inputs the OASYs system that search is completed and closed, with reasons given why other candidates were unsuccessful. Search chair sends letters to unsuccessful applicants with notification that the position has been filled.