

# Santa Rosa Junior College

## Program Resource Planning Process

### Philosophy 2014

#### 1.1a Mission

The mission of the Interdisciplinary Studies in Philosophy, Humanities and Religion Department is to provide general education courses for both transfer and occupational students, lower division preparation for majors, and courses for the general public. Our courses explore both western and non-western philosophical, ethical, and religious traditions. A major responsibility is teaching the critical thinking skills necessary for student success and good citizenship.

#### 1.1b Mission Alignment

The Mission of the Interdisciplinary Studies in Philosophy, Humanities and Religion Department aligns with the District's Mission by:

- Providing transferable lower division academic education through programs and courses that maintain high standards of academic excellence and integrity and develop respect for learning in all of our students in an atmosphere of academic freedom.
- Promoting open access and student success by providing comprehensive instructional support services, while challenging students to participate fully in the learning process and take responsibility for their academic success.
- Preparing our students for participation as citizens at the local, national and global levels.
- Promoting awareness of and maintaining sensitivity to ethnic, cultural and gender diversity within our faculty and course offerings.
- Preparing our students for participation as citizens at the local, national and global levels.
- Securing and maintaining a faculty who are knowledgeable and current in their fields.
- Practicing participatory governance through processes that are inclusive and respectful of all participants and in which information and decision-making are shared.

#### 1.1c Description

The Philosophy program, now part of the Interdisciplinary Studies in Philosophy, Humanities and Religion Department (ISPHYR), offers a broad range of courses designed to provide a general acquaintance with the issues and history of philosophy. Our courses explore both western and non-western philosophical, ethical, and religious traditions. The program is also committed to teaching the critical thinking skills necessary for student success and good

citizenship. In all of our courses, faculty in the program encourage students to examine the arguments of others as well as question their own values and commitments. Students who complete courses in philosophy are well prepared to pursue advanced work in the discipline, apply their philosophical skills in their academic work as well as multiple career settings, and/or employ these skills in an attempt to be responsible citizens. Whether taken to satisfy general education requirements, to pursue a philosophy major, or for personal growth, philosophy courses provide a unique opportunity to enrich one's ability to analyze and evaluate a wide range of concepts and questions faced in everyday life.

## 1.1d Hours of Office Operation and Service by Location

Chairperson: Michael Aparacio

Administrative Assistant: Lori Derum: Administrative Assistant III  
Emeritus Service Center  
(707) 527-4228

Linda Smith Administrative Assistant I  
Emeritus Service Center  
(707) 527-4226

Phone: (707)527-4226 and 527-4228  
Fax: (707) 522-2755  
Email: lderum@santarosa.edu

Office:

Philosophy faculty offices and mailboxes are in Emeritus Hall at the Santa Rosa Campus and Bertolini Hall at the Petaluma Center.

Map

Office Hours:

Fall and Spring Semesters:  
7:30 AM - 4:30 PM Monday - Friday

Summer semester:

7:00 AM - 4:30 PM Monday - Thursday, closed Friday

Mailing Address:

Philosophy Department  
Santa Rosa Junior College  
1501 Mendocino Avenue  
Santa Rosa, CA 95401-4395

## 1.2 Program/Unit Context and Environmental Scan

The Philosophy Program administers a discussion-oriented and writing-intensive program. Nearly all of its courses contribute to the following rigorous Program SLOs:

1. Identify characteristically philosophical issues
2. Identify and critically evaluate philosophical positions
3. Analyze and critically evaluate philosophical arguments, including the arguments of prominent philosophers from the history of Western Philosophy

The department applies these objectives and outcomes to its mission to provide 1) general education courses for both transfer and occupational students, 2) lower division preparation for philosophy majors, and 3) courses for the general public.

## 2.1a Budget Needs

The Philosophy Program's budget remains lean. Though the department of Interdisciplinary Studies in Philosophy, Humanities, and Religion produces some x FTEX our expenditures are trivial in comparison. At the same time, the department remains committed to lowering its supplies expenditures by exploring alternatives to printing and graphics expenditures. Most instructors in the department have made extensive use of digital media through CATE and/or Moodle to reduce copy and printing costs.

We do, however, have a significant need for media and publications funds. For example, we need to update many of the video materials we use in our Critical Thinking courses, as most of our resources are outdated. We are also very interested in securing a subscription to the American Philosophical Association's journal "Teaching Philosophy."

## 2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0000	ALL	02	01	\$3,750.00	We would very much like to include our Adjunct instructors more in our department meetings and work retreats. Due to the recent merger of the Philosophy program with Religious Studies and Humanities, it is vital that we meet periodically to address issues of coordination and shared governance between the programs. It is important that Adjunct instructors are more involved in these meetings since matters are addressed that affect their interests directly. We would like to provide compensation to our Adjunct colleagues to attend these meetings (at least one per year) at a cost of three hours per instructor.
0000	ALL	02	01	\$2,000.00	We need to update our media holdings. For example, most of the film and other media we use in our critical thinking courses are more than a decade old.
0000	ALL	01	01	\$234.00	"Teaching Philosophy" is a journal produced by the APA that addresses the special pedagogical challenges in our discipline. It is extremely helpful to faculty in maintaining currency and serving our diverse student body

## 2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
N/A	0.00	0.00	

## 2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Department Chair	20.00	12.00	The primary duties of the Department Chair are addressed in Articles 13 and 17 of the AFA contract. In addition to these, the Department Chair in Interdisciplinary Studies in Philosophy, Humanities, and Religion works to develop, integrate and steward the coordination of the diverse programs in our department. Facilitating communication within the newly merged programs, and managing the

			fallout from the merger in general, has proven very time consuming, but essential, to the functioning of the new department.
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## 2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Instructional Aide	8.00	10.00	Tutorial support for Critical Thinking courses on the Santa Rosa campus.

## 2.2d Adequacy and Effectiveness of Staffing

Given the increased workload created by new college requirements (including SLO's, this Program Review Process, the increasing complexities of the curriculum process involving at least four distinct disciplines, TMC's, etc, and most importantly, coordination of programs and communication with faculty) reassigned time for Department Chairs needs to be increased. The merger of the Philosophy program with Humanities and Religious Studies has exacerbated these complexities. For the Chair to perform these duties adequately, 60% FTE release time would be appropriate. The current reassigned time assessed for our department is not proportionate with the responsible fulfilment of duties associated with the job. Following the merger of Philosophy, Humanities, and Religious Studies, the department has adopted protocols that demand the creation of coordinators to steward our various programs. These protocols were developed to maintain disciplinary independence and integrity. Our hope was that these protocols would help to alleviate the above-mentioned complexities. This has proven difficult to sustain in that we lack needed funding to award appropriate reassign time for these tasks. The complexities in question have been vastly underestimated and adaptation to the merger, even after several years, has been arduous and fraught with difficulties. The increased time necessary to effectively communicate and execute departmental functions under these protocols is a significant drain on the Chair's time and regularly exceeds the allotted reassign time for the position. The protocols require some delegation of duties to disciplinary coordinators, e.g. pertinent the development of the schedule of classes, maintaining and updating the curriculum, completion of the PRPP, ensuring the disciplinary integrity of the programs, etc. Part of the department chair release time has been distributed to "coordinators" as compensation for this work, but as our allotment of release time has steadily declined, this has proven unsustainable. The department is deliberating as to the formula by which reassign time will be fairly distributed to program "coordinators." In the most recent year, no release time has been available to facilitate this effort, and so the Chair (currently a Philosophy instructor) has had to undertake the unwieldy role of developing schedules and managing curriculum for disciplines in which he lacks appropriate educational and experiential expertise.

The department's STNC funding for Instructional Aide position (providing tutorial support for Critical Thinking) has been an extremely effective and cost-efficient way to help basic skills students and to increase retention and success among our students on the Santa Rosa campus. Our current tutor is both highly qualified in the subject matter and also fluent in Spanish. This makes him a highly valued person in our department, and a huge help to students (especially those working to overcome difficulties adapting to the English language). The current tutor's fluency in Spanish also provides much needed support for our students whose primary language is Spanish. Given the dramatic and continuing changes in the college demographics, including larger number of basic skills and second language learners, this position is a must for our program that entail complex reading and writing assignments. The department would like to

increase its funding to provide an instructional aide, both increasing tutorial services on the Santa Rosa campus and extending those services to the Petaluma campus. See section 2.2e for details.

## 2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0001	Petaluma	00	00		Instructional Aid	STNC

## 2.3a Current Contract Faculty Positions

Position	Description
Philosophy Instructor - 100%	This instructor teaches 5 sections per semester. (On sabbatical during spring '14)
Philosophy Instructor - 100%	This instructor teaches 5 sections per semester.
Philosophy Instructor - 100%	This instructor teaches 5 sections per semester and has just completed their second year of tenure review.
Philosophy Instructor - 100%	This instructor teaches 3 sections per semester and earned approximately 50% reassign time over the academic year for Chair and other college service duties (approximately 30% for Chair and 20% for Faculty co-Chair of DTREC)

2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
Philosophy	9.0000	32.0000	19.0000	68.0000	The department's FT/PT ratios was 32%(FT) / 68% (PT) in 2013-2014

## 2.3c Faculty Within Retirement Range

One of the current contract faculty in the philosophy program is within retirement range. However, we have recently had three contract faculty retirements at the end of spring 2012, leaving us with a net total of two as of yet unfilled contract positions in the program. Also, since we have recently merged with Humanities and Religious Studies, the workload of contract faculty in philosophy is significantly affected by the retirement of one of our two contract Humanities instructors at the end of May 2013. The other remaining Humanities instructor is well within retirement range. This instructor will be starting on reduced load, 90%, starting in fall 2014 and has stated her intent to reduce her load further to 8% for the subsequent academic year. In addition, we have at least 13 of our current adjunct instructors are either currently retired or at retirement age. Our situation is therefore somewhat precarious.

One of our full-time instructors in Philosophy is currently on sabbatical (spring 2014). Managing the department in the absence of this instructor has proven challenging and reveals our vulnerability to any unanticipated changes (specifically reduction to our staffing)

One of our full-time instructors in Philosophy will be on sabbatical in fall 2015. Our sole contract faculty member in Religious Studies was on sabbatical this fall 2013. During that time, we were left with only one contract Humanities Instructor to steward the entire Humanities program while the Chair (currently a Philosophy Instructor) carried the responsibility of stewarding the Religious Studies program. During this same time, we were engaged in the orientation and evaluation of five new probationary Adjunct Instructors in Humanities and Religious Studies.

In short, the current balance of full-time faculty in our department is unsustainable.

## 2.3d Analysis of Faculty Staffing Needs and Rationale to Support Requests

Three of the Philosophy program's six Contract Faculty retired at the end of the spring 2012 semester. In addition, one of our two Humanities Instructors retired at the end of the spring 2013 semester and the one remaining Humanities instructor will be on reduced load (90%) starting in fall 2014 and then further reducing to 80% beginning in fall 2015.

The Philosophy program is requesting the following three positions be filled (listed in order of priority):

- 1) Two replacement Full-time instructors of Philosophy on the Santa Rosa Campus
- 2) One Full-time instructor of Philosophy on the Petaluma Campus

The retirements noted above have had a significant impact on the program's ability to fulfill its mission and effectively contribute to the District's mission, including participation in shared governance and the district's college initiatives. Without replacement hires for these two faculty, we will be severely hindered in our capacity to carry out our mission, maintaining basic functions such as evaluations and curriculum development, while also engaging in meaningful college service.

To understand the significance of these retirements it is necessary to understand specific ways the Philosophy program's current full-time faculty contribute to its mission and the District mission, including the district's college initiatives. It is also important to recognize the significance of the Philosophy Department's recent administrative merger with the Humanities and Religious Studies Department (entailing the integration of three distinct programs) along with its continued role in administering the Environmental Studies program. The faculty in the Philosophy program have, in the past, been well represented in the committee structure at SRJC. In recent years, due to retirements and workload related to the departmental merger with Humanities, it is cause for regret that we've had to reduce that participation considerably.

### **Program Mission, District Mission, and College Initiatives**

The Philosophy program's mission is to provide 1) general education courses for both transfer and occupational students, 2) lower division preparation for philosophy majors, and 3) courses for the general public.

With only one exception, our classes pursue this mission through writing-intensive and discussion-oriented courses which pursue all of the program's intensive and rigorous Program SLOs:

4. Identify characteristically philosophical issues
5. Identify and critically evaluate philosophical positions
6. Analyze and critically evaluate philosophical arguments, including the arguments of prominent philosophers from the history of Western Philosophy.

The Philosophy program's mission directly contributes to the District's mission in several ways. Most central to our mission is our contribution to student success as the primary provider of courses for Critical Thinking, a requirement for most transfer and degree programs. Though two other programs (Speech and English) provide instruction in this area, the vast majority of Critical Thinking courses are provided by the Philosophy program, and with a high degree of efficiency. Given the content of this discipline, along with the specialized training Philosophers receive, this is as it should be. Courses in the Philosophy program offer foundational training in *how* to think (as distinguished from exposure to facts, data, or methods that pertain to *what* to think, e.g. in a specific area of academic study or technical training). The transformational learning that is the focus of philosophy courses is general in nature and retains relevance independent of changes in subject matter, economic conditions, or occupational fields. Though our students do acquire specific and fact-based knowledge in our courses, they also examine the *concept of "knowledge"* generally, exploring what it *means to know* and what constitutes appropriate *justification for knowledge* claims (in general as well as in specific contexts). Developing methods of correct reasoning, conceptual analysis, assessment of claims, effective research and clear communication is at the heart of each of our courses. These skills are transferable to, and an essential precondition of, any discipline, profession, or intellectual activity, especially as they pertain to the duties and requirements of democratic citizenship. And, these skills are best acquired in circumstances of intimate contact between instructors and students.

Furthermore, Philosophy programs provide exceptional preparation for students planning to transfer to a university or attend graduate school, as illustrated by philosophy majors' continued top performance on our country's G.R.E. placement exam: (See

[http://webb.nmu.edu/Departments/Philosophy/SiteSections/Resources/GRE\\_Scores\\_by\\_Intended\\_Major.pdf](http://webb.nmu.edu/Departments/Philosophy/SiteSections/Resources/GRE_Scores_by_Intended_Major.pdf)) As reflected in this report, Philosophy students are ranked number one in both Verbal Reasoning and Analytic Writing. Philosophy students also rank very competitively in quantitative reasoning, well above most academic disciplines (barring Mathematics, Engineering, and some "hard sciences.") This testifies to the personal and practical benefits our program offers students seeking a continuation of their academic studies at a transfer institution. A recent uptick in students transferring into the UC Berkeley philosophy program has inspired significant

interest, including this article from a recent edition of the Cal Alumni Association's California Magazine: <http://alumni.berkeley.edu/california-magazine/just-in/2014-03-25/philosophys-popularity-soars-devotees-find-its-more> The information here is largely anecdotal, but the prevailing view that Philosophy is a subject that has broad benefits for students seeking a wide array of career choices is reinforced.

Traditionally, the search for knowledge in philosophy begins with the Socratic mission to “know thy self.” Each of our courses consciously addresses this question from one angle or another. Our district mission states that we are committed to “enhancing the lives of those who participate in our programs.” That one's life could be "enhanced" by learning at SRJC seems logically contingent upon students' critical examination of this perennial question. The delivery of this sort of instruction depends upon intensive interaction between students and their instructors. Aside from providing for personal development and understanding, it is broadly accepted that the study of such questions greatly enhances the capacity of students to succeed in both the identification and fulfillment of career choice.

On the institutional level, the Philosophy program contributes to the District's responsibility to provide the following:

- lower division academic education, to support transfer to four-year institutions
- career and technical education, to support economic development and job growth
- basic skills, to include English language skills acquisition
- student and academic support services, to improve student success and student retention

Lastly, given the nature of philosophy as a discipline -- with its emphasis on critical analysis of fundamental concepts and principles -- a full-time philosophy instructor's training and expertise is specifically suited to provide exceptional contributions through College Service, including each of the District's 2011-2012 College Initiatives. This is demonstrated by philosophers' recent College service on E.P.C.C., I.P.C., I.E.E., I.E.P.C, D.T.R.E.C., Professional Ethics, Arts and lectures, Environmental Studies, district sustainability efforts and elsewhere. Philosophers have also contributed significantly to the Strategic Planning Process as well as offering regular contributions to Professional Development. The philosophy program is also very active in AFA, with four current representatives serving on the Executive Council, one serving as AFA co-Chair of DTREC, another as Adjunct representative at DTREC, and two serving as an AFA negotiators. It also is documented by the program's response to the recent administrative merger of the Philosophy Department and Humanities Department, during which the Philosophy program developed new department protocols which Vice President of Academic Affairs, Dr. Mary Kay Rudolf, sought to use as a model for other multiple-disciplinary departments seeking to articulate clear and reasonable governing principles while maintaining disciplinary autonomy and excellence. As such examples illustrate, a full-time philosophy instructor's training provides exceptional expertise to contribute to the development and implementation of the District's goals and initiatives.

### **Impact: FT/PT Ratios**

The Philosophy program anticipates a dramatic and negative trend in the ratio of Contract and Adjunct instructors over the next two semesters. The account below documents the declining representation of Full Time instructors in our program as well as the ISPHR department as a whole. Should our class offerings remain relatively stable over the next two semesters, we expect our department to entail ratios of **34% Contract and 66% Adjunct during the 2013-2014 academic year.**

### **Philosophy Fall 2013**

Total sections: 42

Sections taught by Contract: 18

Sections taught by Hourly: 24  
Ratio: 43% Contract/ 57% Hourly

### **Philosophy Spring 2014**

Total sections: 43  
Sections taught by Contract: 13  
Sections taught by hourly: 30  
Ratio: 30% Contract/ 70% Hourly

**Totals for Philosophy 2013-2014: 36% Contract/ 64% Hourly**

### **Department Wide Fall 2013**

Total sections: 67  
Sections taught by Contract: 23  
Sections taught by Hourly: 44  
Ratio: 34% Contract: 66% Hourly

### **Department Wide Spring 2014**

Total sections: 73  
Sections taught by Contract: 22  
Sections taught by Hourly: 51  
Ratio: 30% Contract/ 70% Hourly

**Totals for ISPHR 2013: 32% Contract/ 68% Hourly**

Given the Philosophy program's mission and its contributions to the District's mission, including the college initiatives, reduction of the program's FT/PT ratio will likely have the following projected impacts.

#### **Projected Impact: Instruction**

Any program that loses a long-term full-time instructor is certain to suffer negative impacts to its ability to deliver quality instruction and maintain departmental functions. The remaining faculty can compensate somewhat for the lost expertise, but this demands a great deal of time and effort. The loss of three of its six full-time instructors at the end of the 2011-2012 academic year, along with their knowledge and institutional experience, has compounded this difficulty for our program both quantitatively and qualitatively. The department has lost these three experienced and respected members at a time when we are attempting to develop an environment of collegiality and cooperation in our newly merged department. Managing the transition from a single-program department to one with four programs of varying disciplinary, cultural, and procedural traditions has proven both stressful and challenging, even with the support and guidance of these experienced instructors. To make matters worse, one of the two remaining contract faculty in the Humanities program is retiring at the end of May 13. At the same time, the remaining full-time instructors in Philosophy will each be required to begin teaching three to four different writing-intensive preps per semester, with several of these preps changing each semester. This will heavily impact each remaining full-time instructors' workload. What's more, the remaining Humanities instructor is well into retirement range, so we anticipate even greater hardship in the not-to-distant future. With the addition of Humanities and Religious Studies to the department, the increase in faculty evaluations, curriculum review, hiring committees, etc., the workload has become untenable. Even after this added responsibility, the Philosophy program will likely continue to rely on adjunct instruction to teach many of its core courses (e.g. PHIL 4, PHIL 5, PHIL 6, PHIL 12, PHIL 20 & 21). We are fortunate to have such able and

competant Adjunct colleagues, but many of these are also at or beyond retirement range. Such teaching assignments are expected to have a significant, if difficult to measure, negative impact on the Philosophy program's ability to serve its mission and contribute to the District's mission. For instance, it will be difficult for our program to continuously assess learning outcomes in those courses taught exclusively by adjunct instructors and will seriously hamper our capacity to maintain a presence in district committee work.

This is especially noteworthy in the case of the program's online instruction as well as our instruction on the Petaluma campus. After Joel Rudinow's retirement, none of the remaining full-time faculty teach either on the Petaluma campus or in our online courses. Michael Aparicio teaches traditional classroom courses which includes online quasi-hybrid instruction, but he does not teach online courses; and, given that the breadth of other courses he already will be teaching and his College service, the Professional Service and extra preparation needed for this specific additional responsibility is not reasonable and should not be expected. We are very interested in expanding our offerings in Petaluma. Ideally, in the next three to four years we'd like to have a full set of offerings to allow students to pursue a Philosophy major entirely on that campus. This would require that we have a Contract faculty presence in Petaluma capable of teaching the array of courses required by newly defined criteria in the Transfer Model Curriculum for Philosophy. Currently, we are unable to meet this goal with our existing faculty.

In short, Philosophy faculty are ludicrously overextended and we reasonably project matters to get much worse very soon. Our classroom instruction and our ability to provide quality student feedback has been seriously degraded by the radical reduction of our contract faculty ratios. If we are unable to secure at least one new full-time faculty in Philosophy, we will be required to adopt departmental norms that will undoubtedly entail a compromise of quality.

### **Projected Impact: Program and Department Service**

Upon the retirement of half of our full-time and most experienced faculty, the remaining Philosophy faculty will need to engage in an exercise of triage to determine and focus on those areas that are most critical to the functioning of the department. It will be difficult to manage even the most vital areas of departmental business while at the same time keeping up on SLO assessments, faculty evaluations, and curriculum review, not to mention maintaining the level of participation our faculty have traditionally played in college service. The Philosophy faculty, though currently maintaining a high level of performance in these areas, is showing signs of exhaustion and exhibits a marked reduction in morale.

These three retirees have served as Department Chair 15 out of the last 25 years; and along with recently retired Philosophy Instructor, Everett Traverso, they have served as Department Chair 21 out of the last 28 years. After these retirements, only five out of the last 29 years will have been chaired by someone who currently teaches in the department. This will significantly impact our department's administration. Departmental administration skills take time and commitment to develop under the best of circumstances. The Chair will not have the opportunity to consult with, or delegate tasks to, experienced instructors, and will therefore bear a more significant proportion of the departmental duties than has historically been the case.

Again, one cannot overstate the degree to which the complexities of the recent administrative merger of Philosophy with Humanities and Religious Studies have increased difficulties in this regard. The Philosophy program suddenly finds itself part of a multi-disciplined department that faces very severe, long-term challenges and needs a lot of attention. One of the most significant problems pertain to the fact that the Religious Studies and Interdisciplinary Studies programs have been enmeshed within the Humanities program. The complications that this entails are myriad. For example, these are utterly distinct academic fields, with different pedagogical

approaches as well as distinct professional organizations and journals, and should have different minimum qualifications. These disciplines are distinct and require distinct expertise for the purposes of curriculum review, hiring teams, evaluations, and instruction. Being qualified to teach in one field does not make one qualified to teach in the other, just as being able to teach Philosophy does not (in our professional judgment) qualify one to teach either Humanities or Religious Studies, nor does being able to teach Humanities or Religious Studies qualify one to teach Philosophy. The challenges pertaining to the specification of instructor expertise and their related impacts on the respective length-of-service lists, scheduling procedures, curriculum review, assigning peer evaluators and similar topics, are daunting. As a starting point, Eric Thompson, who teaches Religious Studies, is aware of these issues and is committed to establishing Religious Studies as a distinct discipline from Humanities and Interdisciplinary Studies. This process will take several years, demanding a lot of attention from the current Chair, Sean Martin, in cooperation with Eric Thompson, Jill Kelly-Moore, Carla Grady and all of the other affected faculty. Long conversations, in-depth research, the writing and review of relevant special expertise (along with a good deal of diplomacy) have been required to undertake this delicate task. Suddenly, the Philosophy program's remaining full-time faculty find themselves not only learning how to administer their own program, but we are being asked to do so while also administering this larger, more complicated and problematic multi-disciplined department. Meanwhile, curriculum in Philosophy, also in desperate need of review, has been delayed.

These two problems -- 1) the program's lost administrative experience and expertise, and 2) the program's problematic merger with the Humanities Department -- were the driving reasons for the decision to promote clear and reasonable protocols for the new department. These protocols were designed to ease the administration of this new, multi-disciplined department during a time when the philosophy program will be adjusting to the retirement of the faculty who chaired its department 21 out of the last 28 years. Our first year of attempting these tasks has been fraught with obstacles and false-starts, indicating the challenges are even greater than we had anticipated. We remain committed to making our department function as smoothly and humanely as possible, though this has proven a challenge.

However, even if these protocols allow the new department to be administered well, e.g., after Religious Studies' relationship to the new department is clearly and reasonably defined, and after the remaining full-time faculty acquire sufficient administrative experience, the philosophy program and District is expected to be negatively impacted if no additional full-time philosophy faculty are hired; for this attrition will have direct and indirect impacts on philosophy instructors' College service and professional development, including our contributions to college initiatives.

### **Projected Impact: College service and College Initiatives**

As noted at length above, if no additional full-time philosophy instructors are hired, the District not only will likely lose much of their college service to shared governance and other district initiatives, but the remaining full-time philosophy faculty will be required to compensate by adopting additional instructional and department responsibilities, which will have an additional impact on the collective college service our department has traditionally supplied.

On the other hand, if the District hires one or two full-time philosophy faculty to address the instructional needs documented above, this not only will allow the remaining philosophy faculty to continue and build upon their college service, but will mean these new philosophers will eventually have the opportunity to receive mentorship and provide high functioning college service to the District. As mentioned above, given the nature of philosophy as a discipline, a philosophy program's full-time faculty are exceptionally well trained to contribute effectively through College service, including each of the District's College Initiatives. This is certainly the

case at Santa Rosa Junior College, where philosophy faculty have served on E.P.C.C., I.E.P.C., I.P.C., I.E.E., and D.T.R.E.C and the District's initiatives.

### 2.3e Faculty Staffing Requests

<b>Rank</b>	<b>Location</b>	<b>SP</b>	<b>M</b>	<b>Discipline</b>	<b>SLO Assessment Rationale</b>
0001	Santa Rosa	02	01	Philosophy	Without this replacement position being filled, our ability to meet our departmental SLOs will be severely undermined.
0002	Santa Rosa	02	01	Philosophy	Without this replacement position being filled, our ability to meet our departmental SLOs will be severely undermined.

2.4b Rational for Instructional and Non-Instructional Equipment,  
Technology, and Software

## 2.4c Instructional Equipment and Software Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
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## 2.4d Non-Instructional Equipment, Software, and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0000	Santa Rosa	04	03	Disability Access for door to 1515 Emeritus	1	\$7,000.00	\$7,000.00			

## 2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
0001	Santa Rosa	00	00	Urgent	Emeritus	1518	\$50.00	Wall clock was removed four years ago after it broke entirely. Now we have an ugly hole in the wall. We need a new clock.

## 2.5b Analysis of Existing Facilities

Our classrooms are on the first floor of Emeritus Hall. Each classroom has desks to accommodate disabled students. Our offices are also very conveniently accessible to our nearby classrooms.

Need to mitigate the very heavy door in Emeritus 1515 for disability access.

## 3.1 Develop Financial Resources

None at this time.

## 3.2 Serve our Diverse Communities

Our recruitment of faculty is generally done by Human Resources. When reviewing applications and interviewing applicants, sensitivity to diversity is an important consideration for us and is included in both our screening and interview process.

Several of our classes (particularly Comparative Religions, Asian Philosophy, Philosophy of Peace and Nonviolent Action, and Contemporary Moral Problems) are expressly designed to promote knowledge of, and respect for, cultural diversity.

## 3.3 Cultivate a Healthy Organization

Our principle method of professional development is to engage in regular collegial discussion within the department regarding our discipline and our teaching. We meet monthly to discuss such matters and we also engage in regular conversation through email. Several members of our department have been regular facilitators at district PDA events. We have also regularly participated in such events, both during mandatory PDA days and throughout the year through FLEX approved activities related to Reading Apprenticeship, New Faculty Orientation, AFA sponsored trainings on contractual matters, general pedagogy, Strategic Planning, and accreditation.

## 3.4 Safety and Emergency Preparedness

Lori Derum is our current safety coordinator.

Following the retirement of Steve Bernstien in spring 2012, we are currently seeking a volunteer to serve as our replacement faculty safety coordinator.

## 3.5 Establish a Culture of Sustainability

Philosophy faculty members continue to contribute to the IEE committee, whose focus is sustainability and environmental protection & education.

Sustainability initiatives this year included continuation of our recycling program. Included in this effort is an educational introduction to and facilitation of the sorting of trash in our classrooms. It appears that the bulk of trash that continues to be produced (i.e., which cannot be recycled) is disposable coffee cups. To address this waste, Carla Grady will be offering non-disposable travel mugs at a discount price at the beginning of the semester and asking students to avoid purchasing wasteful single-use coffee cups, and encouraging other faculty in other departments to join this endeavor. It is hoped that SRJC can one day achieve zero waste production, perhaps with the Philosophy Dept. taking the lead!

Another innovation we have continued this year is the use of non-disposable cups at PDA Day. Carla purchased many ceramic cups for colleagues to borrow for the day, and asked many colleagues to bring their own mug rather than waste disposable cups. A significant number of staff & faculty joined the effort to avoid the waste of resources. Many people expressed gratitude that this action was finally being taken, and our first attempt to push the culture of the college towards sustainability on PDA Day might be considered a success.

Philosophy Dept. FT faculty have switched from using disposable white board markers to using refillable markers, purchased with departmental equipment funds. This has reduced the creation of non-recyclable plastic waste. Each FT faculty member now has a set of multi-colored refillable markers. Adjunct faculty are encouraged to use them as well.

Carla also bought several cloth hand towels for use in the Emeritus downstairs faculty bathroom, which has offset a significant amount of paper towel use and reduced the waste of resources. These towels are changed daily.

Some faculty members have also been using Moodle and CATE (either exclusively or mostly) for all essay assignments and written reports in all of her classes, resulting in nearly 100% reduction of paper waste. As a department, we're working to reduce paper use in all areas of our operations.

Also we determined that our department office printer is capable of producing duplex copies, so all faculty are being encouraged to make double-sided printouts whenever feasible.

#### 4.1a Course Student Learning Outcomes Assessment

All Philosophy course outlines identify SLOs. The following table documents the Philosophy SLO Assessments that have been performed since 2010 and are scheduled to be performed between now and 2020:

		2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<b>Course</b>	<b>SLO</b>										
<b>PHIL 3</b>	1. Analyze arguments to identify and explain the				Spring						Planned

	claims and premises										
	2. Evaluate arguments to determine whether claims are adequately supported	Spring						Planned			
	3. Compose cogent written arguments						Planned				
<b>PHIL 4</b>	1. Reduce complex English sentences into the simpler component parts				Spring						Planned
	2. Translate typical English connectives				Spring						Planned
	3. Perform valid proofs for valid arguments using the statement logic		Fall					Planned			
	4. Perform valid proofs in the predicate logic using four additional quantifier rules as extension of the statement logic						Planned				
<b>PHIL 5</b>	1. Analyze extended arguments to identify and explain their claims and premises.	Spring						Planned			
	2. Evaluate extended arguments to determine whether their claims are adequately supported	Spring						Planned			
	3. Compose cogent written argumentative essays	Spring						Planned			
<b>PHIL 6</b>	1. Recognize characteristic philosophical issues	Fall			Spring						Planned
	2. Identify and critically evaluate representative philosophical positions	Fall					Planned				
<b>PHIL 7</b>	1. Form well reasoned judgments		Spring						Planned		

	about philosophical arguments concerning moral issues										
	2. Apply philosophical theories to current moral issues		Spring						Planned		
<b>PHIL 8</b>	1. Identify major tenets of the world's main religions										
	2. Critical analyze the main philosophical concepts of the major world religions							Planned			
	3. Articulate the diversity of religious practices throughout the world including for religions other than those within which they were raised or which they may currently practice		Spring						Planned		
<b>PHIL 9</b>	1. Form well-reasoned judgments about philosophical arguments concerning government and its relationship to individuals							Planned			
	2. Apply philosophical theories to current political issues				Fall						Planned
<b>PHIL 10</b>	1. Students will be able to form reasoned and well-informed judgments on current issues involving the development of peace and the nonviolent resolution of conflict both within and between individuals and social groups	Fall			Spring						Planned

	2. Students will be able to develop philosophical methods for the understanding of and participation in the social and civic environment insofar as such engagement pertains to the development of peace and the nonviolent resolution of conflict in a global environment	Fall						Planned			
<b>PHIL 11</b>	1. Articulate basic tenets of the Vedic, early Buddhist, and Jainist philosophies of ancient India; Taoism and Confucianism of ancient China; and the Shinto and Japanese Buddhism of Japan	Spring						Planned			
	2. Compare and contrast several Euro-American/Western ethical and epistemological assumptions with similar fundamental assumptions in ancient Asian/Eastern thought					Planned					
<b>PHIL 12</b>	1. Describe and critically evaluate theories in environmental ethics and aesthetics					Planned					
	2. Describe and critically evaluate sociopolitical theories in environmental philosophy						Planned				
	3. Explain and critically evaluate environmental	Spring						Planned			



## 4.1b Program Student Learning Outcomes Assessment

The Philosophy Department has established the following Program SLOs to be applied to its mission to provide 1) general education courses for both transfer and occupational students, 2) lower division preparation for philosophy majors, and 3) courses for the general public:

- 1) Identify characteristically philosophical issues
- 2) Identify and critically evaluate philosophical positions
- 3) Analyze and critically evaluate philosophical arguments, including the arguments of prominent philosophers from the history of Western Philosophy

## 4.1c Student Learning Outcomes Reporting

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Course	PHIL 3 Critical Thinking	Fall 2010	Spring 2011	N/A
Course	PHIL 4 Introduction to Symbol	N/A	N/A	N/A
Course	PHIL 5 Critical Thinking/Writi	Fall 2010	Spring 2011	N/A
Course	PHIL 6 Intro to Philosophy	Fall 2010	Spring 2011	N/A
Course	PHIL 7 Contemporary Moral Issu	Fall 2010	N/A	N/A
Course	PHIL 8 Comparative Religion	Fall 2010	Spring 2011	N/A
Course	PHIL 9 Political Philosophy	Fall 2010	N/A	N/A
Course	PHIL 10 Phil of Peace and Nonv	Fall 2010	Spring 2011	N/A
Course	PHIL 11 Intro to Asian Phil	Fall 2010	Spring 2011	N/A
Course	PHIL 12 Environmental Phil	Fall 2010	Spring 2011	N/A
Course	PHIL 20 Hist. West. Phil: Anc	N/A	N/A	N/A
Course	PHIL 21 Hist. West. Phil: Mod	N/A	N/A	N/A
Course	PHIL 49 Indep. Study in Phil	N/A	N/A	N/A
Certificate/Major	Philosophy	N/A	N/A	N/A

## 4.2a Key Courses or Services that address Institutional Outcomes

Course/Service	1a	1b	1c	2a	2b	2c	2d	3a	3b	4a	4b	5	6a	6b	6c	7
Philosophy 10			X	X	X		X	X	X	X	X	X	X	X	X	X
Philosophy 11			X	X	X	X	X	X	X	X	X	X	X	X	X	X
Philosophy 12			X	X	X		X	X	X	X	X	X	X			X
Philosophy 20			X	X	X		X	X	X	X	X	X	X			X
Philosophy 21			X	X	X		X	X	X	X	X	X	X			X
Philosophy 3			X	X	X	X	X	X	X	X	X	X	X	X	X	X
Philosophy 3 (online)		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Philosophy 3 (web-based)		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Philosophy 4			X	X	X		X	X	X	X	X	X	X			X
Philosophy 49			X	X	X		X	X	X	X	X	X	X	X	X	X
Philosophy 5			X	X	X	X	X	X	X	X	X	X	X	X	X	X
Philosophy 6			X	X	X		X	X	X	X	X	X	X	X	X	X
Philosophy 7			X	X	X		X	X	X	X	X	X	X	X	X	X
Philosophy 7 (web-based)		X	X	X	X		X	X	X	X	X	X	X	X	X	X
Philosophy 8			X	X	X		X	X	X	X	X	X	X	X	X	X
Philosophy 9			X	X	X		X	X	X	X	X	X	X			X

## 4.2b Narrative (Optional)

In addition to contributing to its course Student Learning Outcomes and Program Student Learning Outcomes, the Philosophy Department directly and indirectly contributes to the district's Institutional Student Learning Outcomes.

First and foremost, the department's Course SLOs and Program SLOs directly contribute to the district's efforts to teach Critical Analysis; and, with only one exception, our courses' learning objectives are writing intensive and discussion oriented, thus directly contributing to the district's efforts to teach students to Read and Write at the College Level, Listen Actively and Respectfully, and Speak and Effectively.

Second, our Phil 8 and Phil 11 courses' Student Learning Outcomes directly contribute to the district's efforts to teach students to Recognize and Understand Diversity, to Practice Respectful Intercultural Diversity, and to Recognize and Understand Cultural Traditions; and while our other course's SLOs do not directly contribute to these Institutional Student Learning Outcomes, the department is committed to incorporating class examples and discussions which indirectly teach them.

Third, the intensive and rigorous nature of the department's learning objectives and outcomes as they are applied to its mission indirectly contributes to a number of the district's Institutional Student Learning Outcomes.

For example, most of our courses teach students to identify, analyze, and evaluate one's *own assumptions*. While an intensive and rigorous educational endeavor, it indirectly teaches students to Develop Self-Awareness and Confidence, as well as Appreciate the Value of Lifelong Learning.

In addition, most of our courses teach students to identify, analyze, and evaluate one's *own assumptions*, in part, by imagining alternatives to one's own assumptions. As such, most of the Philosophy Department's courses teach students to Creatively Respond to Ideas and Information.

In addition, given that identifying, analyzing, and evaluating one's assumptions involves being able to take responsibility for one's beliefs and the ways one's beliefs form guiding assumptions for one's actions, most of the department's courses teach students to Understand and Demonstrate Responsibility.

Similarly, many of our Critical Thinking courses teach students to apply these abilities to one's own assumptions about advertising and/or the news media, including commercial advertising and news examples dealing with health issues. As such, many of the department's courses teach students to Maintain and Improve Health.

Fourth, the Philosophy Department continues to teach students to Utilize Technology. We continue to offer 12 online Phil 3 sections; and during the Spring 2009 semester the department started offering four (4) web-based Phil 3 sections and one (1) web-based Phil 7 section. The department also plans to offer a hybrid evening course which meets in a classroom for two (2) hours a week and offers additional instruction online. And Seven (7) of the department's instructors, including three (3) full-time instructors, incorporate online assignments and resources into their classes; and the department has developed a range of classroom activities utilizing the media equipment in rooms 1518 and 1520.

While the department does not have any data about its web-based sections, it continues to find that students who complete Online Philosophy 3 sections perform at levels entirely consistent with their counterparts in face-to-face sections. At the same time, we find significantly higher rates of attrition in online sections of Philosophy 3 than in the Philosophy 3 program as a whole. The institution of tutorial support for the Philosophy 3 program is helping to address the rate of attrition.

Lastly, the Philosophy Department is proud of its contributions to the district's mission to teach transfer students. While the Philosophy Department does not have reliable data about the success of its transfer students -- including students who have taken multiple philosophy courses and philosophy majors -- after transferring to another college or university, in the last five years philosophy students have transferred as Philosophy majors to, among others schools, University of California, Berkeley, University of California, Davis, University of California, Los Angeles, St. John's in Anapolis, and Boston College; and, after earning her degree at St. John's College, one philosophy student has continued to study Law at New York University; while, after earning his degree from University of California, Davis, another student currently is pursuing a Ph.D. in Philosophy at Yale University. Finally, the Education Testing Service's most recent data shows philosophy students, in general, average the highest verbal and analytic G.R.E. scores, average the 14th highest quantitative scores, and average the second highest quantitative scores among non-science students (See <http://www.ets.org/Media/Tests/GRE/pdf/994994.pdf>, p.p.18-20).

## 5.0 Performance Measures

It is the considered opinion of the Philosophy Department that objective performance standards such as Average Class Size, Enrollment Efficiency, Retention, Instructional Productivity, and Student Course Completion are best analyzed and assessed by addressing the significance of a department's learning objectives and outcomes as they are applied to its Mission. With this in mind, this report interprets and assesses the Philosophy Department's Performance Measures using the following three guiding principles: *First*, with only one exception, our classes are writing intensive and discussion oriented. *Second*, most of our courses focus on improving *all* of the Department's intensive and rigorous Program SLOs:

7. Identify characteristically philosophical issues
8. Identify and critically evaluate philosophical positions
9. Analyze and critically evaluate philosophical arguments, including the arguments of prominent philosophers from the history of Western Philosophy

*Third*, the Department applies these objectives and outcomes to its comprehensive Mission to provide 1) general education courses for both transfer and occupational students, 2) lower division preparation for philosophy majors, and 3) courses for the general public.

## 5.1 Effective Class Schedule: Course Offerings, Times, Locations, and Delivery Modes (annual)

Offering a balanced schedule of courses and addressing student demand has been difficult in the wake of recent schedule cuts and the depletion of our available Contract faculty. Given this climate, the Philosophy Program offers as balanced schedule of courses in terms of the

locations, times and variety of sections as can be expected. We also offer a limited number of online sections.

There has been constant and growing demand for our PHIL 3 and PHIL 5 Critical Thinking courses that we have struggled to meet due to reduced sections required by the budget cuts. We anticipate this problem to decline with the introduction of new sections in the coming academic year. In each semester during 2012-2013, and again in spring 2014, the majority of our Critical Thinking instructors had to turn many eager students away despite the fact that many instructors add students well beyond the established class limits. We are not meeting student demand. Given that Critical Thinking is a required course for earning an AA degree, there is an urgent need to restore our offerings as soon as the budget permits. We have also been forced to cut our offerings of several popular courses, in some cases by only offering them every other semester instead of every semester. These courses (PHIL 4, 9, 10, 11, & 12) fill easily whenever they are offered. Philosophy 12 is a critical course for students majoring in environmental studies, and so we have proposed increased offerings of this course for fall 2014. Each of these courses satisfies an area of general ed and is transferable. We clearly need to increase our offerings of these courses or at least return them to the number of sections offered previously. Again, with increases to the schedule for academic year 2014-2015 we hope this will be achieved. However, this will depend largely on our securing additional full-time faculty. Also popular general courses and courses at the core of the Philosophy major, which could readily fill need to be returned to their prior numbers: we need to offer more sections of PHIL 6, 7, & 8.

The Philosophy Program's Enrollment Efficiency, Average Class Size, and Instructional Productivity figures remained steady and showed some increases. Despite heavy cuts to our schedule, the program's overall Student Headcount remains fairly strong. The Philosophy Department proposes its Student Headcount be improved further by increasing the number of sections it teaches each semester as soon as budgets allow.

## 5.2a Enrollment Efficiency

Enrollment Efficiency has remained steadily above 100% in academic year '11-'12. In fall 2011 enrollment efficiency was 104.7% in Santa Rosa, 103.4% in Petaluma, and 103.3% district wide. In spring 2012 enrollment efficiency remained extremely high: 104.3% in Santa Rosa, 103% in Petaluma, and 101.9% district wide. We have experienced lower enrollment efficiency at other locations primarily because these sections were added after the semester began as late-start sections, and their existence was not widely known by the majority of students.

Given 1) the intensive and rigorous nature of the Department's learning objectives and outcomes as they are applied to its Mission, 2) that this instruction is taught exclusively within transfer courses, and 3) that more than 50% of the department instruction relies upon adjunct positions which hinder our ability to pursue our educational objectives and outcomes, the Philosophy Department considers its 2011-2012 Enrollment Efficiency results to be a sign of continued excellence.

## 5.2b Average Class Size

Average class sizes in Philosophy reached numbers so large as to potentially jeopardize instruction. In fall 2011 the average class size in Philosophy was 36 in Santa Rosa, 35.3 in Petaluma, and 35.5 District-wide. In spring 2012 the average class size in Philosophy was 35.7 in Santa Rosa, 34.9 in Petaluma, and 34.9 District-wide. The established maximum class size in Philosophy classes is 35 (a number that is already beyond what is pedagogically advisable). These figures demonstrate that the majority of our classes were filled beyond the limit in 2011-2012. This is a problem that the philosophy department needs to address by adding more sections, in order to reduce the detrimental effects on instruction of bloated class sizes due to instructors' reduced ability to provide written, substantive feedback to all students. Given that most of our courses have an intensive writing element, our instructors regularly complain that they do not have sufficient time in our work week to serve the needs of the vast numbers of students.

Given the intensive and rigorous nature of the Department's learning objectives and outcomes as they are applied to its Mission, and that this instruction is provided exclusively within transfer courses, our enrollment numbers are too high and should be reduced. Bloated class size hinders our ability to pursue our educational objectives and outcomes. That our faculty continue to provide excellent instruction in spite of these challenges is a testament to the program's continued excellence.

## 5.3 Instructional Productivity

The Philosophy program's Instructional Productivity was off the charts in academic year 2011-2012. In fall 2011 Instructional Productivity rose to 19.06 in Santa Rosa, 18.66 in Petaluma, and 18.72 District-wide. Spring 2012 Instructional Productivity was 18.78 in Santa Rosa, 18.09 in Petaluma, and 19.11 District-wide. In total, the department's Instructional Productivity has been steadily increasing every year.

Given the intensive and rigorous nature of the Department's learning objectives and outcomes as they are applied to its Mission, and that this instruction is provided exclusively within transfer courses, the Philosophy Department considers its 2011-2012 Instructional Productivity results to be a sign that our instructors are overworked and need to hire new Contract Faculty replacements for our several FT positions lost to retirement.

## 5.4 Curriculum Currency

All of the Philosophy Program's courses have been revised to include Student Learning Outcomes, and all are currently approved. We are also currently seeking full TMC alignment for Philosophy. To this end, we have made minor adjustments to Phil 6, Phil 20 and Phil 21.

Phil 3 - Approved by Curriculum Committee in Spring 2012

Phil 4 - Approved by Curriculum Committee in Spring 2009

Phil 5 - Approved by Curriculum Committee in Fall 2011

Phil 6 - Approved by Curriculum Committee in Spring 2014

Phil 7 - Approved by Curriculum Committee in Fall 2011

Phil 8 - Approved by Curriculum Committee in Spring 2014

Phil 9 - Approved by Curriculum Committee in Fall 2011

Phil 10 - Approved by Curriculum Committee in Spring 2014

Phil 11 - Approved by Curriculum Committee in Spring 2009

Phil 12 - Approved by Curriculum Committee in Summer 2010

Phil 20 - Approved by Curriculum Committee in Spring 2014

Phil 21 - Approved by Curriculum Committee in Spring 2014

## 5.5 Successful Program Completion

The Philosophy program provides critical thinking courses whose completions are mandatory for all students in order for them to fulfill the requirements for virtually every other major on campus. Because of this, our coursework is indispensable to most students. Thus, the number of Philosophy majors awarded is less significant than the number of students awarded other majors who took courses in the Philosophy Dept. Of even greater significance is that such students enrolled not only in Critical Thinking in the Philosophy department, but they then chose to take additional Philosophy classes that did not pertain to their major requirements. Culturally, especially during economic recessions, majoring in Philosophy is considered taboo, yet even in such difficult times, students remain deeply interested in the study of philosophy and pursue our courses, even if they do not major in Philosophy. Philosophical thought is an important component of every undergraduate education, and its importance cannot be assessed by the number of students who complete a major in Philosophy.

The Philosophy Major is an option typically taken by students completing lower division preparation for a planned Philosophy, Pre-Law, or Pre-Med major at a four year college or university. Though it is difficult to confirm reliably how many major degrees we award, we estimate approximately 5-6 philosophy degrees are awarded annually. It is worth noting that transfer institutions typically give no preference to students completing an A.A. degree in Philosophy over students who complete multiple philosophy courses without formally completing a Philosophy A.A. Degree; and, so, many students take multiple philosophy courses without being awarded an A.A. degree in Philosophy. That said, once we complete our adoption of the recently defined TMC criteria, we plan to more closely track our degree awards.

The Philosophy program welcomes and encourages interested Philosophy Majors while promoting it as one option for students completing lower division coursework in order to transfer to a four year college or university. As we clarify our alignment with the TMC the Philosophy Department will create an information sheet to distribute to students and counselors, a sign to be posted in classrooms and the Department, and update information about its major on the Philosophy Department web site.

## 5.6 Student Success

a. The Philosophy Department's retention rate continues its eight-year trend above 70%, with substantial increases this year. Fall 2011 retention was 76.3% in Santa Rosa, 73.6% in Petaluma, and 74.4% district-wide. Spring 2012 retention was 76.7% in Santa Rosa, 72.2% in Petaluma, and 76.2% district-wide.

b. The Philosophy Department's fall 2011 Successful Course Completion rate also increased this year to 71.6% in Santa Rosa, 70.2% in Petaluma, and 70.2% district-wide. Spring 2012 Successful Course Completion was 72.5% in Santa Rosa, 66.7% in Petaluma, and 71.8% district-wide.

c. The Philosophy Department's assigned Grade Point Average continues its upward trend. Fall 2011's assigned Grade Point Average was 2.67 in Santa Rosa, 2.53 in Petaluma, and 2.63 district-wide. Spring 2012's assigned Grade Point Average was 2.68 in Santa Rosa, 2.58 in Petaluma, and 2.66 district-wide. Overall these figures showed increases over the figures for 2010-2011. We fully expect the numbers in 2012-2014 to reflect a continuation of this trend.

The Philosophy Department considers the increases in its 2011-2012 Student Success results to be a sign of instructor dedication to student needs, which is very noteworthy given the substantial reduction in our department's Contract faculty members and the consequent increase in college service duties required of the few FT faculty that remain. In order to continue to improve upon our Student Success results, and in order to avoid an inevitable depletion of energy and enthusiasm that attends a reduction in workforce and its concomitant increase in workload, the Philosophy program needs to hire new faculty to replace the several FT positions lost to retirement last year. Energy and enthusiasm are necessary to maintain our educational excellence and ability to focus on Student Success.

## 5.7 Student Access

n/a.

## 5.8 Curriculum Offered Within Reasonable Time Frame

Due to budget constraints and insufficient staffing, too many of our courses are no longer offered in sufficient numbers to satisfy demand. It would be better for students interested in studying philosophy if they could take any of our department's courses during any semester. Instead, PHIL 4, PHIL 9, and PHIL 10 are not currently offered every semester. Since the newly approved Transfer Model Curriculum (TMC) now requires philosophy majors to take Logic, we believe it is imperative we offer Phil 4 every semester, and ideally that the course is periodically offered on the Petaluma campus. Though the class does not generally enroll in high numbers, this compromise of efficiency is warranted by the need to serve students' completion of the major. The regularity of these courses impacts other majors that rely on philosophy courses: ENVST need to take PHIL 12, RELS students who take Phil 8 and PHIL 11 electives, as well as all transfer students who would prefer to take courses in the Philosophy Department to fulfill IGETC or CSU transfer requirements would each benefit from an extension of these offerings. An increasing number of students are drawn to Philosophy as a major, due to the excellence of our department's instruction. These students encounter difficulties transferring within a reasonable time frame when the courses they need are not offered every semester. Given the trends imposed by the Student Success Task Force which emphasize rapid transfer and completion of requirements, and their mandates to move students through the CCC system rapidly, it is unreasonable to offer required courses only once per year as opposed to every semester.

## 5.9a Curriculum Responsiveness

The Philosophy program is dedicated to the goal of meeting student and community needs. In particular, we have expanded offerings of courses that have been impacted so as to ease the bottleneck of enrollments caused by recent schedule cuts. All of our courses address objectives related to gender, global perspectives, and American cultural diversity.

In particular, the Philosophy Department has been active in the development of several Interdisciplinary majors and programs pertinent to the development of cultural literacy and social engagement. We are one of three departments that contribute to and co-administer the interdisciplinary Environmental Studies Major. We also share administrative responsibility for the Religious Studies Major. We are also near completion of a proposal for a new major in Global Peace and Social Justice Studies. The first course in this area to have been approved by the Curriculum Committee is our new Philosophy 10 course, which has been functioning successfully since fall 2008. This course was recently revised in approved in spring 2014

## 5.9b Alignment with High Schools (Tech-Prep ONLY)

N/A

## 5.10 Alignment with Transfer Institutions (Transfer Majors ONLY)

Our courses articulate very well with our transfer institutions. Each of our major courses articulate with similar courses at the CSU and UC systems. The Philosophy major articulates very well with most UC and CSU lower-division Philosophy major requirements. When we are made aware of any instances where our courses are not accepted for transfer, we address those cases as needed. For instance, we were able to secure acceptance of our Symbolic Logic course (Phil 4) for major transfer at UC Berkeley. However, it has come to our attention that UC Santa Cruz does not yet acknowledge Phil 4 for philosophy major transfer, so we will be pursuing that issue in the coming year.

### 5.11a Labor Market Demand (Occupational Programs ONLY)

According to the California Labor Market Information data, the expected growth by 2022 for philosophy and religion teachers at the post secondary level is expected to grow by over 20% with 18.5% of that growth taking place at the junior college level.

### 5.11b Academic Standards

The department of Interdisciplinary Studies in Philosophy, Humanities and Religion regularly engages in collegial discussion of all manner of pedagogy and instruction. Members of the Philosophy program are in continuous dialogue about matters of academic excellence, both through departmental retreats and regular monthly meetings as well as informally through collegial exchange via email and conversation.

## 6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0001	ALL	02	01	Update Curriculum for all Philosophy Courses	Ensure all courses have been reviewed within the 6-year cycle	spring 2014	All courses are currently in compliance
0002	ALL	02	01	Conduct SLO assessments for all Philosophy Courses	Conduct an SLO assessment of at least one outcome for each Philosophy course	Spring 2014	all courses have now been assessed.
0003	ALL	02	01	Development of a new major in Global Peace and Social Justice Studies	To have the major proposed and approved	Fall 2014	We have made significant progress in identifying existing interdisciplinary courses at SRJC that would facilitate this major. We have also identified and reviewed similar programs at other CCCs that have been approved by the Chancellors office. Finally, we have identified new courses that we will have to develop in order to complete the major.
0004	ALL	02	07	Update hourly assignment policy for the department	Ensure our summer and semester hourly assignment is in compliance with the contract and honors the rights of hourly faculty while also establishing clear and fair guidelines for scheduling.	spring 2014	We have established through departmental deliberation and vote clear criteria for the assignment of summer courses. We are awaiting developments in negotiations prior to implementing these procedures in a formal manner.

## 6.2a Program/Unit Conclusions

Location	Program/Unit Conclusions
ALL	We are continuing our development of policies, procedures and relationships for the combined Philosophy, Humanities and Religious Studies programs that will enable all of the disciplines involved to both maintain autonomy and enhance their effectiveness and value to the college community. We've made great strides in this regard, though the task is ongoing and entails significant challenges due to the significant differences that exist both in the nature of our respective programs and the cultural assumptions of our prior departmental structures.

## 6.2b PRPP Editor Feedback - Optional

Dean's statement

The department is vital, efficient, and provides outstanding information to the students while serving as one of the cornerstones of the college General Education requirements.

The curriculum is updated on a regular basis and strong effort is made to incorporate contemporary political and social issues into class discussions.

In the future, the Dean's Office hopes to work with faculty and the college PR office to provide greater visibility to student and faculty successes and the regionally unique class offerings.

We must note that just like many of the other A & H cluster programs, this one also is in need of additional faculty and staff support.

The Dean's Office thanks the faculty and staff of the program for their hard work and commitment to excellence during very challenging times.

Chair Statement below

The faculty in the former departments of Philosophy and Humanities (now the Department of Interdisciplinary Studies in Philosophy, Religion and Humanities) have performed admirably through these difficult times of budget and schedule cuts, externally imposed departmental merger, and the impending loss of our most respected department leaders to retirement. We remain committed to an environment of collegiality and cooperation in the interest of the department and our students. The department's contribution to the District is impressive considering our relatively small number of faculty. Most importantly, the Philosophy faculty continue to provide superb instruction and academic guidance to our students.

### 6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0001	ALL	02	01	maintain currency in curriculum	ensure all courses are updated and assessed for SLOs as needed	Academic year 2014-2015	New full-time faculty
0002	ALL	02	01	Propose a new interdisciplinary major in Global Peace and Social Justice	Identify existing courses at SRJC and create any additional courses needed to establish the major.	Academic year 2014-2015	Time & labor