

Philosophy Program Review – Draft

I. Mission

The Philosophy Department aims to make all students we encounter better thinkers, better writers, better readers, better listeners, better deliberators, and more fulfilled people better able to meet the ambiguities of 21st century existence with empathy, understanding, and good humor. We want to maintain our open and energetic community of majors and minors while also reaching out to students in all other majors. Every student can benefit from a philosophy class, and they could benefit twice as much from two.

As a department, we aim to expose students to the foundations of philosophical reasoning as it has been practiced for roughly 3000 years, but we take particular pride in our pluralism. While philosophy has long understood itself as the broadest of disciplines, it is not immune to the threats of overspecialization that confront most academic disciplines. Everyone in our faculty aims to be respected and influential in our respective subfields, but we also aim to be good role models for the habits of mind we would like to cultivate in our students: an openness to the wisdom found in every tradition and an awareness of the oppression that attends certain forms of discourse. As graduates entering multicultural workplaces and as citizens in a democracy, our students need practice discussing controversial subjects and exposure to a wide range of worldviews, which we believe can best be achieved by familiarizing them with as many different traditions as possible. One happy offshoot of this commitment to pluralism is that with just a few faculty members we are able to offer a broader range of courses than many programs with significantly larger faculties.

II. Secondary Accreditation

None

III. Executive Summary by Philosophy Department Chair Chris Lauer

A. Response to the previous program review:

The last Philosophy Department Program Review was completed in 2006, at a time when the department was anticipating a great deal of turnover. All four permanent members of the faculty at the time had joined the university in the 1970s and were nearing retirement, so the goals were not as ambitious as they might have been. A few recommendations do stand out as relevant, however:

- The external reviewer's most urgent recommendation was for the department to hire a fifth full-time member at the Assistant Professor level to help manage the transition as the old guard retired. That hire was never approved, apparently in part because of internal dissension in the department, but the positions filled by Larry Heintz, Ron Amundson, and Barry Curtis were all eventually filled by me (Chris Lauer), Celia Bardwell-Jones, and Tim Freeman. From my perspective as a newcomer, the transition has not been as chaotic as the external reviewer feared, but our major counts have dipped significantly each time the number of full-time faculty has dropped below four.
- Another recommendation was for the department to enhance its hermeneutic rigor and improve its appeal to committed students by offering more "great figures" courses that focus on the works of a single great thinker. The position for which I was hired advertised the ability to teach such courses as a desired qualification. It still seems like a worthwhile goal to offer one such course each year, but because of staffing cuts and sabbaticals we haven't met this goal every year. Since I joined the faculty in Fall 2011, we were able to offer four courses that fit the bill exactly (Heidegger, Hegel, and two iterations of Nietzsche) and two iterations of PHIL 485 – Marxism, which is a quasi-great figure course that also includes substantial contributions from later philosophers. Our faculty as presently constituted has the expertise to offer more such courses in a broader range of traditions, but in the short term we will likely be limited by other classes we are committed to teaching.

- One recommendation that the department has more or less abandoned is that each faculty member teach only five courses in rotation. This recommendation follows from guidelines produced by the American Philosophical Association and is intended to insure that instructors only teach classes on subjects for which they are able to keep up with the latest scholarly literature, but given the small size of our faculty we have been unable to keep to it and still offer our students the diversity of courses they deserve. For reasons I will detail later, I believe that this is actually a strength of our program rather than a shortcoming, but I am open to other assessments.
- The review recommended the re-establishment of a Philosophy Club in order to boost interest in the major. Celia Bardwell-Jones did all the legwork to get an official RISO up and running in the 2012-2013 academic year, and it's been flourishing ever since, with an average of around 10 highly active members and 10 more somewhat active members each year. In 2018, the Hawaii Island Philosophy Club received a \$1000 award from Net Impact Organization for its activism in the Up to Us Challenge hosted by the organization. The Philosophy Club's letter writing campaign to encourage state legislatures and the UH System to support higher education in light of budget cuts to the UH Hilo campus was recognized as a success.

B. Challenges and strengths of the program

The two greatest challenges the program faces at the moment are closely related. Since John Cheng went on medical leave in August, 2016, the department has lacked a permanent faculty member who specializes primarily in Asian philosophy, and our number of philosophy majors has declined. The fact that these two unfortunate events coincided is likely not due to chance and matches a long-term pattern. The last similar decline in our major count corresponded with the retirements of Barry Curtis and Larry Heinz in Spring 2011. Once the department was brought back to full strength with four permanent members, we matched our long-term maximums, with total major counts (both primary and secondary) hovering in the 30s. The Philosophy major will likely never match the largest programs at the University, but there is good reason to believe that returning the program to four permanent members will restore the healthy major counts the department has traditionally had. Because students attracted to philosophy are typically interested in exploring a variety of perspectives, it's natural for them to want to be exposed to a diversity of faculty members with different philosophical backgrounds and orientations. This is particularly crucial with Asian philosophy, which spans millennia and a multitude of traditions. Students who come to Hawai'i to study philosophy expect to be able to explore the intersections of Eastern and Western traditions. We have been able to fulfill most of our curriculum needs by having Tim Freeman teach courses in Asian philosophy and bringing in two recent UH Mānoa graduates as lecturers (both of whom have now moved on to other permanent jobs), but our students are still lacking in the kind of cultural exchange that a permanent faculty member like Prof. Cheng was able to provide.

Overall enrollment in philosophy classes, on the other hand, has increased sharply. While our primary focus is always on the education and success of the students in front of us, we also recognize the economic necessities the University faces and have tried to run the program as frugally as possible. In fact, in the Fall 2017 semester, the most recent for which university-wide data are available, we had the highest average class size of any program in the College of Arts and Sciences besides Environmental Sciences. If we look at long-term records, our class sizes follow closely behind the Communication program as the second highest in the Humanities Division, and on par with most programs in the Social Sciences. This is all perfectly fitting given the differences in pedagogy across programs, and I don't think there would be any pedagogical advantage to our class sizes coming down. Philosophy classes generally don't face the same logistical constraints that introductory writing, performing arts, and some lab classes face, so we are able to meet the educational needs of our students in these larger classes. But I do think it is a testament to the ways our faculty have reached out

to other programs to make our courses relevant to students in other majors. Celia Bardwell-Jones's Science, Technology and Values course; Tim Freeman's Environmental Ethics course; and my own Philosophy of Law course are all consistently near capacity, as are many other of our upper division courses. Like all programs, we have some major-specific courses that have smaller enrollments, but the diversity of our upper-level offerings has allowed us to more than pull our weight.

C. Our role in the system, the state, and the discipline of philosophy

Like most philosophy programs, we take pride in instilling in our students top-notch critical thinking and writing skills. These skills are not only intrinsically worthwhile, but have become increasingly valuable in the modern workplace due to a convergence of factors. Those who haven't been following trends in hiring (including many philosophers) are often surprised that Philosophy majors consistently have higher mid-career incomes than graduates of nearly all other baccalaureate majors besides accounting and certain forms of engineering. While some of this effect may be due to self-selection (we are consistently impressed with how bright many of our majors are), it's likely also due to the changing nature of the workforce, in which there are fewer "tracks" by which certain majors lead directly into remunerative careers in the discipline and more workers are expected to have the flexibility to move seamlessly between jobs with radically different expectations and problems to solve.

Since few students choose to major in philosophy because their parents told them to or because they view it as a default option, our majors tend to be attracted to philosophy either because they are aware of the employment statistics and comparable ones about the high scores of philosophy majors on the LSAT, MCAT, and GMAT, or because they simply enjoy thinking and have not yet decided where they want their studies to lead them. For the former group of students, whom I like to call the "gunners," our job is to provide them with a rigorous education that stretches their abilities and helps them to find a productive mix of confidence and humility. For the latter, whom I call the "dreamers," our job is to whip them into shape as critical thinkers and help them find the passion that will guide them in their post-graduation pursuits.

Accordingly, we take it as our primary mission to provide our students with a diverse, high-quality education in the tools, histories, and problems of philosophy. Each member of our faculty is a committed scholar, but our scholarship tends to serve our teaching rather than our teaching serving our scholarship. I would expect any future additions to our faculty to share that ethos. This commitment to teaching has allowed us to offer a major that is as rigorous and at least as diverse in course offerings as the one at UH Mānoa. Mānoa has one of the world's top graduate programs in East-West comparative philosophy, and their world-famous faculty members are a tremendous resource for our own continued intellectual growth. But judged solely on the quality of undergraduate education each program provides, UH Hilo more than holds its own in terms of diversity of course offerings, rigor of education, and extracurricular learning opportunities.

While faculty reputations are less significant in undergraduate institutions than they are in ones with graduate programs, we can at least take pride that all three of our faculty members have strong and growing reputations in their respective subfields. All of us have published articles in the top journals in our subfields, and we are active in several philosophical organizations. Celia has been the co-organizer of the annual meetings for both the Society for the Advancement of American Philosophy (SAAP) and the Association for Feminist Ethics and Social Theory (FEAST) and has served in the Executive Committee in both of these organizations. Tim Freeman is a longtime active member of the Comparative and Continental Philosophy Circle (CCPC) and is on the executive board of the Pacific Association for the Continental Tradition (PACT). Together with Tim, I have helped to organize two annual meetings and two satellite meetings of PACT on the Big Island since 2012, and we will bring another annual meeting to Hilo in 2020. I am also the executive editor of PACT's journal, which we publish out of UH Hilo. I also organized a meeting of the North American Schelling Society on campus in

September, 2018, and Celia has organized regular public lectures on applied philosophy, which show the diversity of careers available to philosophers. For what it's worth, these efforts have kept our program on the map of various circles of the philosophical community. More importantly, they have exposed our students to the diversity of paths philosophers can take, both inside and outside of the academy.

IV. Program Organization

The Philosophy Department offers a major (BA) and a minor in philosophy. The major is designed to provide students with substantial backgrounds in both Western and Nonwestern philosophy and to develop critical thinking, writing, hermeneutic, and communication skills. To these ends, it requires

1. PHIL 209 Reasoning (3) **or** PHIL 345 Symbolic Logic (3)
2. PHIL 211 History of Ancient Philosophy (3)
3. PHIL 213 History of Modern Philosophy (3) **or** PHIL 313 19th Century Philosophy (3)
4. PHIL 307 Theory of Knowledge (3) **or** PHIL 310 Metaphysics (3) **or** PHIL 412 Philosophy of Nature (3)
5. PHIL 315 Ethical Theory (3) **or** PHIL 327 Bioethics (3) **or** PHIL 329 Environmental Ethics (3) **or** PHIL 416 Science, Technology & Values (3)
6. **two** of the following courses (6):
 - PHIL 300 History of Indian Philosophy (3)
 - PHIL 301 Hist Of Chinese Philosophy (3)
 - PHIL 302 Hist Of Buddhist Philosophy (3)
 - PHIL 304 Ethics and Cultural Diversity (3)
 - PHIL 340 Philosophy Of Religion (3)
 - PHIL 343 Comparative Philosophy (3)
 - PHIL 430 Philosophy of Zen (3)
 - PHIL 435 Philosophy Of Tao (3)
 - PHIL 450 Mahayana Buddhist Phil (3)
7. And an additional **three courses** in [PHIL](#) at the 300- or 400-level, for a total of 30 credit hours.

The minor aims to offer roughly the same breadth, but in bite-size form for students with less room in their schedules.

1. PHIL 211 History of Ancient Philosophy (3) **or** PHIL 213 History of Modern Philosophy (3) **or** PHIL 313 19th Century Philosophy (3)
2. **one** of the following courses (3):
 - PHIL 307 Theory of Knowledge (3)
 - PHIL 310 Metaphysics (3)
 - PHIL 412 Philosophy of Nature (3)
 - PHIL 390 History & Phil of Science (3)
3. **one** of the following courses (3):
 - PHIL 220 Social Ethics (3)
 - PHIL 304 Ethics and Cultural Diversity (3)
 - PHIL 315 Ethical Theory (3)
 - PHIL 320 Social & Political Phil (3)
 - PHIL 323 Professional Ethics (3)
 - PHIL 325 Philosophy Of Law (3)
 - PHIL 327 Bioethics (3)

- PHIL 329 Environmental Ethics (3)
 - PHIL 330 Philosophy of Art (3)
 - PHIL 375 Feminist Philosophy (3)
4. **one** of the following courses (3):
 - PHIL 300 History of Indian Philosophy (3)
 - PHIL 301 Hist Of Chinese Philosophy (3)
 - PHIL 302 Hist Of Buddhist Philosophy (3)
 - PHIL 304 Ethics and Cultural Diversity (3)
 - PHIL 340 Philosophy Of Religion (3)
 - PHIL 343 Comparative Philosophy (3)
 - PHIL 430 Philosophy of Zen (3)
 - PHIL 435 Philosophy Of Tao (3)
 - PHIL 450 Mahayana Buddhist Phil (3)
 5. And **one** additional PHIL course at the 200-, 300-, or 400-level.

We are considering expanding our program by offering an Ethics and Social Justice track in the Philosophy major. Its aim would be to reach out to students who are more interested in ethics and applied philosophy than in the classical philosophical canon, but still to provide a robust education in writing and critical thinking skills. The track would have the additional advantage of encouraging students to take some of the excellent upper-level ethics classes our colleagues in other programs offer, some of which currently count only toward certificates rather than majors. Here is a tentative draft of the program's structure:

1. PHIL 209 Reasoning (3) **or** PHIL 345 Symbolic Logic (3)
2. PHIL 211 History of Ancient Philosophy (3) **or** PHIL 213 History of Modern Philosophy (3) **or** PHIL 313 19th Century Philosophy (3)
3. PHIL 304 Ethics and Cultural Diversity **or** PHIL 307 Theory of Knowledge (3) **or** PHIL 310 Metaphysics (3) **or** PHIL 375 Feminist Philosophy **or** PHIL 412 Philosophy of Nature (3)
4. PHIL 315 Ethical Theory (3) **or** PHIL 327 Bioethics (3) **or** PHIL 329 Environmental Ethics (3) **or** PHIL 416 Science, Technology & Values (3)
5. **one** of the following courses (3):
 - PHIL 300 History of Indian Philosophy (3)
 - PHIL 301 Hist Of Chinese Philosophy (3)
 - PHIL 302 Hist Of Buddhist Philosophy (3)
 - PHIL 343 Comparative Philosophy (3)
 - PHIL 430 Philosophy of Zen (3)
 - PHIL 435 Philosophy Of Tao (3)
 - PHIL 450 Mahayana Buddhist Phil (3)
6. An additional **three courses** in [PHIL](#) at the 300- or 400-level.
7. An additional **three** courses from a designated list of courses that focus on ethics and social justice.

Regularly taught courses

Number	Title	Instructor	Frequency
100	Intro to Philosophy	Everyone	Every semester
209	Reasoning	Bardwell-Jones/lecturer	Every fall
211	Ancient Philosophy	Lauer	Every fall

213	Modern Philosophy	Lauer	Every other spring
270	Love and Sex	Bardwell-Jones	Once a year
300	History of Indian Philosophy	Freeman	Irregularly
302	History of Buddhism	Freeman	Every two years
304	Ethics and Cultural Diversity	Bardwell-Jones	Every two years
307	Theory of Knowledge	Bardwell-Jones	Every third semester
310	Metaphysics	Bardwell-Jones	Every third semester
313	19 th Century Philosophy	Lauer	Every other spring
315	Ethical Theory	Bardwell-Jones, Lauer	Every two years
320	Social and Political Philosophy	Freeman	Every two years
325	Philosophy of Law	Lauer	Every two years
327	Bioethics	Lauer	Every two years
329	Environmental Ethics	Freeman	Every third semester
330	Philosophy of Art	Freeman	Every two years
340	Philosophy of Religion	Freeman	Every two years
345	Symbolic Logic	Lecturer	Every spring
360	Existentialism	Freeman	Every two years
370	Indigenous and American Philosophy	Bardwell-Jones	Every two years
375	Feminist Philosophy	Bardwell-Jones	Every two years
385	Marxism	Lauer	Irregularly
412	Philosophy of Nature	Bardwell-Jones	Every third semester
416	Science, Technology, and Values	Bardwell-Jones	Every other year
430	Philosophy of Zen	Freeman	Irregularly
435	Philosophy of Tao	Freeman	Irregularly
480	Nietzsche	Freeman	Irregularly
496	Seminar	Lauer	Irregularly

V. Evidence of Program Quality

A. Institutional Data

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Annual Student Count							
a. majors	18	24	32	28	17	11	16
b. minors	9	8	6	6	7	3	5
Annual Course Information							
Student Semester Hours (SSH)	948	1005	720	966	822	870	
Full Time Equivalent (FTE) Course Enrollment (SSH divided by 15 for undergraduates and 12 for graduate students)	63.2	67	48	64.4	54.8	58	
%FTE own majors	11.71	17.61	21.67	17.7	10.95	9.66	
%FTE within college	70.57	65.37	57.5	56.52	63.14	63.79	
%FTE all other students	17.72	17.01	20.83	25.78	25.91	26.55	
%FTE writing intensive courses	7.28	5.67	20.83	9.32	12.04	12.07	

%FTE GE courses	93.04	79.1	88.33	79.19	87.59	91.72	
%FTE DL or online	0	0	0	0	5.47	11.03	
Course Delivery							
Average class size – face to face	22.6	23.9	20.0	23.0	21.6	25.8	
Average class size – DL or online					7.5	32.0	
FTE full time faculty	1.75	1.75	1.25	1.5	1.5		
FTE adjunct faculty	1.5	1.25	1.25	1.0	1.25		
FTE student-faculty ratio	19.4	22.3	19.2	25.8	16.9		
Graduation and Placement							
Number of degrees earned	5	6	8	14	11		
% of majors graduating	5	6	8	14	11		
Number of Native Hawaiian graduates	1	1	1	4	0		
Number of graduates who were Pell Grant recipients							
Number of minors	1	2	1	2	1		

Interpretation: Compared to other programs at the University, what stand out in these data are the small number of majors and minors, the large class sizes, and the small number of student semester hours devoted to providing instruction for Philosophy majors. The major counts are somewhat negatively skewed in that we tend to have 5-10 majors each year who designate Philosophy as their second major and thus aren't included in official counts. Nevertheless, the vast majority of our teaching reaches out to students in other majors. From an external standpoint, these numbers would seem to indicate a department that primarily serves other departments, and we have no objection to the administration viewing us as selflessly supporting the success of other programs. From our perspective, however, Philosophy doesn't feel like a service department at UH Hilo. We are able to teach a wide range of interesting upper-level classes, and most of our students are eager to be there rather than grudgingly fulfilling requirements. The most variable quantity is the number of Philosophy majors. As discussed above, this number tends to rise when we have a full contingent of four tenure track faculty members and fall when we are understaffed.

B. Evidence of Student Success

The most important measure of the success of our program is whether our students go on to lead happy and successful lives. We have yet to find an adequate measure to quantify our graduates' happiness, but we can report that they have been quite successful by traditional measures. Not all of our recent graduates have kept in touch, but of the ones who have, four are currently in PhD programs, two are lawyers, two are either in law school or applying to law schools, two are in medical school or applying, five manage businesses, four are educators (special ed, elementary, and high school), two work for nonprofits, one joined the peace corps, one tends bar, and as far as we know none have been indicted for any major ethical lapses.

Data from past yearly assessments can be found in Appendix A. The assessments were produced in concert with university-wide efforts and thus measure different learning outcomes each year. In general sample sizes were too small to draw broad lessons from. The most noticeable result is a huge improvement on the Written Communication rubric from 2014 to 2018, which is probably just statistical noise. The Spring 2018 Taoism course had some pretty amazing students. We are constantly

assessing the success of our courses and modulating our approaches in a far more precise level than can be measured with such discrete rubrics. The main benefits that have come from the university-wide assessment process are the conversations it sparks in our department about effective pedagogy and the fact that sitting in a room grading together forces us to normalize our grading systems so that our students can expect equally high standards.

In the future the department will attempt to complete yearly assessments of our students' written communication and cultural diversity skills. Given the small size of each year's graduating class and the fact that most of our upper-level classes have more non-majors than majors, it is doubtful that we will be able to find statistically significant measures of our students' academic success vis-à-vis other programs, but we have found the yearly assessment activities useful in any event for identifying small gaps our program, such as the teaching of certain fallacies and grammatical rules.

C. Evidence of Faculty Quality

As noted elsewhere in this report, the department recently lost its most accomplished and longest-tenured member, John H. L. Cheng. In the span of typical academic careers, the rest of us are comparative spring chickens and plan to serve out our careers at UH Hilo. For a fuller accounting of our accomplishments, please refer to the CVs in Appendix B.

Celia Bardwell-Jones joined the faculty in 2012 and has served as Department Chair for the 2017-2018 year. She has also been Program Chair of the Gender and Women's Studies Program since 2015. She specializes in questions of identity, cultural diversity, feminist philosophy and pragmatism. She is the co-author of *Contemporary Feminist Pragmatism* – Routledge, 2012 and has published articles in *Transactions of the Charles S. Peirce Society*, *The Pluralist*, and *The Journal of Speculative Philosophy*. She has recently co-edited a special issue on "Indigenizing and Decolonizing Feminist Philosophy" forthcoming in *Hypatia: A Journal for Feminist Philosophy*.

Tim Freeman has taught a wide range of courses in the department since the Fall of 2001, and since the Fall of 2017 as Assistant Professor. His primary areas of specialization are in contemporary Continental Philosophy, Asian Philosophy, Environmental Philosophy and Philosophy of Art. He has published one article in contemporary Continental Philosophy of Art and is preparing several articles for publication in his areas of specialization, as well as a book on the resonances between Nietzsche's thought and Asian philosophies, particularly Daoism and Mahayana Buddhism, and the relevance of this reflection on climate change and the ecological crisis. He is also an award-winning ceramic artist. His volcanic inspired vessels have appeared in numerous juried shows and group exhibitions on the Big Island as well as several State-wide exhibitions in Honolulu including two prestigious exhibitions: *Hawai's Modern Masters: 10th Annual Celebration of the Arts* (an invited group exhibition) at Luxury Row Waikiki in the Fall of 2015 and the *Artists of Hawai'i* juried exhibition at the Honolulu Art Academy in the Fall of 2011.

Chris Lauer joined the faculty in 2011 and has served as Department Chair since 2016. He specializes in ethics, law, and recognition and teaches the program's history of Western philosophy sequence. He is the author of two books (*The Suspension of Reason in Hegel and Schelling*—Continuum, 2010—and *Intimacy: A Dialectical Study*—Bloomsbury, 2016), two translations from German, and fifteen articles and book chapters. He is the executive editor of the *Journal of the Pacific Association for the Continental Tradition* and teaches a twice weekly Introduction to Philosophy course at Kulani Correctional Facility through HawCC's apprenticeship program. He has twice been nominated for the Frances Davis teaching award.

VI. Future Program Goals and Resource Requirements

A. Future Goals

Our top priority is to continue to offer a vibrant major in philosophy, which probably requires a return to four permanent faculty members. We would also like to expand outreach efforts that we have started in the past few years. Celia Bardwell-Jones has reenergized our Philosophy for Children (P4C) program. The program was originally brought to Hawai'i by Barry Curtis in the late 1970s, but UH Mānoa developed a much more robust and better-funded program, and the program declined on our island in the early aughts. In recent years, Celia has provided seminars to educators at dozens of Big Island schools and has set up pilot programs with Waiakea Intermediate School and Connections Academy wherein our philosophy majors get internship credits to go into local schools and lead philosophical discussions. Tim Freeman and Chris Lauer each have experience with the program and will continue to serve supporting roles to help expose as many Big Island students as possible to the benefits of philosophical discussion.

In April 2018 Chris Lauer brought the director of the Georgetown University Prison Scholars Program to campus to advise the university on teaching in prisons. In the 2018-2019 academic year Chris taught two Introduction to Philosophy courses at Kulani Correctional Facility and has been working with the Apprenticeship Program at Hawai'i Community College to expand academic offerings at the facility. The department would also like to offer courses specifically geared to justice-involved students (i.e. those returning from prison, on probation, or who have been victims of serious crimes) in order to demonstrate that the university can be a welcoming environment for those working to rebuild their lives. A small interdisciplinary group of faculty has been working together to gin up external funding for this initiative, but it is possible that we could offer it with existing resources if that funding does not materialize.

More generally, the department hopes to continue to be a vibrant center of intellectual activity on campus wherein thinkers from all disciplines can come together to discuss big questions. Over the years we have organized collaborations with CoBE, Geography and Environmental Sciences, Art, Sociology, Languages, Astronomy and Physics, Biology, and TCBES, and we intend to continue to do so. The next major undertaking of the sort will be an art show that Tim Freeman will organize to coincide with the 2020 meeting of the Pacific Association for the Continental Tradition. The last similar show that Tim organized in 2012 (on the topic "The Elemental") created years of recognition and good will in the art community, and it's about time for us to renew those ties.

B. Resource Requirements

The old joke goes, "The math department is the cheapest department in the university because all they need is pencils, paper, and wastebaskets. Philosophy is the cheapest because they don't need the wastebaskets." This is somewhat of an exaggeration, because in recent years our Philosophy of Nature and Environmental Ethics classes have organized field trips, and we organize around half a dozen public events each year, for which we sometimes spring for coffee, but there's still a lot of truth to it. The department's monetary needs are pretty modest. What we *really need* is a tenure-track replacement for John Cheng. The program has significant needs in Asian philosophy and logic, and a philosopher with a pluralistic background and strong cultural connections to Eastern philosophical traditions could help insure students continue to receive well-rounded philosophical educations. This would not only obviate the need to hire lecturers for the foreseeable future, but would help us attract more majors and continue to serve the needs of other programs. Given certain natural advantages, we would be well-

placed to make an excellent hire with these qualifications. We are just a short plane ride away from the world's premier graduate program in Asian-comparative philosophy, with all of the resources that entails (including UH Mānoa's East-West Center), and we have a diverse student body eager for exposure to Eastern traditions of thought.

VII. External Review

A. For ease of access, we have placed the external review, conducted by Prof. David Jones of Kennesaw State University, in a separate document. Dr. Jones was chosen for the post because he has decades of experience as the department chair of a program with similar East-West goals as our own, because of his experience conducting similar reviews at other institutions, and because of his connections to Hawai'i. He received his PhD at UH Mānoa, taught at Hawaii Loa College until it was bought out, and plans to retire on the Big Island.

B. Responses to Prof. Jones's review

We deeply appreciate the time that Dr. Jones put into travelling to Hilo and reviewing our program. We accept with gratitude his ten commendations and recognize the need to keep working to maintain the areas where our program is strong. Aristotle states that virtue is a *hexis*: not a simple characteristic, but an active process of maintaining an orientation to the good in the face of a changing world. We intend to keep working to maintain the good habits we have developed. But in order to ensure that our program continues to improve, we'll reserve the bulk of our response for his recommendations, to which we will respond one-by-one.

1. Continued program evaluation: While members of the department talk all the time about how to improve our program in impromptu hallway meetings, our formal program evaluations have mainly been in concert with the annual tasks given us by the Assessment Committee. We have found these exercises valuable in the past, but in the future we want to make a yearly effort to assess our work in developing our students' writing skills and promoting cultural diversity. This will be a yearly activity conducted near the end of the spring semester.

2-3. Personnel: We agree wholeheartedly with Prof. Jones's assessment that the department needs a tenure-track replacement for John Cheng who can teach broadly in the various traditions of Asian philosophy as well as a faculty member who can teach logic courses. For the foreseeable future, however, we believe that a single hire should be able to cover both areas of need. In the 2019-2020 school year our logic class will be taught by Ben Zenk, who has taught for us previously and was just hired as a full-time Instructor for CoBE. Ben is an excellent teacher and well qualified to teach the course, but we can't assume that he will always be available to teach an overload, nor can we count on there being experienced logic teachers on the Big Island who are available to teach whenever we need lecturers. In today's academic market, it ought to be possible to find an excellent teacher who is well-qualified in both Asian philosophy and logic.

4. Teaching loads: This subject was also covered above in Section III.A. in response to the previous program review. In the long run, our program is designed for each of us to teach one section of PHIL

100 and two mid- to upper-level classes each semester, for a total of five preparations per academic year, but in recent years Celia Bardwell-Jones has had to take on six preparations to help serve the many needs of our program as well as the Gender and Women's Studies Program. Dr. Jones is right that this is an atypical workload nationally for philosophers, but there are also big advantages to our students to have a variety of courses to choose among. If ever a faculty member did request fewer preparations per semester or year, it would be incumbent on the Department Chair to find ways to make that possible, but to this point this has not seemed to be a pressing problem. Dr. Jones's suggestion of reducing teaching loads from six to five courses per year would seem to be a collective bargaining issue and not a matter that could be resolved within the context of an individual program review.

5. Marketing: The department agrees with Dr. Jones's assessment that our webpage needs to be redesigned and updated more frequently. Chris Lauer has agreed to undertake the redesign by the beginning of the 2019 school year and manage updates.

6. Philosophy Club and Student Success: Dr. Jones's suggestion for a Big Island undergraduate philosophy conference is well taken, and we have actually discussed having a rotating pan-Hawai'i undergraduate philosophy conference with faculty members from UH Mānoa, UH West O'ahu, and Kaua'i Community College. (Students from other UH system schools would of course be welcome; we just haven't ever broached the subject with them, in some cases because they lack full-time philosophy faculty.) We will follow up on these initial talks and continue reaching out to other programs to encourage the kinds of cross-disciplinary colloquia that our students have been involved in in the past.

7. Academic pathways: We appreciate the wisdom of Dr. Jones's experience and will work to avoid confusion as we move forward with the Ethics and Social Justice track and try to design it so that it does not just parasitize students from our existing track in the major but will appeal to additional students, including those looking for second majors. We will also make sure to link to our master schedule of future classes on the department webpage.

8. Access to Research and Support: Dr. Jones happened to visit at a time when we were still working to restore access to the *Philosopher's Index*, the most important research index in our field. Celia Bardwell-Jones managed to secure a grant to restore access for the coming school year, and we will continue working with the library to make sure we can access it in the future. We agree that this should be a priority.

9. Professional and Organizational Profile: We will continue to host conferences every year or two, not only to boost the profile of the university, but more importantly to expose our students more broadly to the discipline of philosophy as well as to save ourselves additional overseas trips. In September, 2020, we will host the twelfth annual meeting of the Pacific Association for the Continental Tradition, and we have had initial talks to host a future summer institute for the Society for the Advancement of American Philosophy. Dr. Jones's suggestion of inviting the Society for the Teaching of Comparative Philosophy is an excellent one.

10. Inter-island collaboration: Dr. Jones's suggestion of a monthly research colloquium with faculty at other UH system schools is an excellent one. We will reach out first to UH Mānoa to gauge their interest.

11. Continued Program Review: While formalized program review can be a useful kick in the pants to keep us actively engaged in assessing our program, Dr. Jones is right that program assessment needs to be an ongoing activity so that we can continue to improve outcomes for our students.

12. A future MA program: For now we remain focused on maintaining our undergraduate program and restoring our major counts to where they were when we had four full-time faculty members. We would reevaluate if a billionaire ever dropped a pile of cash on us.

13. Bathroom breaks: Hydration is important in a climate like ours, and we can't begrudge our students' commitment to their health. More to the point, Dr. Jones is right that professors have more power over classroom culture than they often realize, and small details can have an outsize effect on the student learning experience. Each faculty member will have to chart their own course to determine what classroom policies support the most effective learning environments.

Appendix A: Previous Core Competency Assessment Worksheets

2018 – Written Communication

Do PLOs include or imply link to Core Competency? (AY 2016-2017: Oral Communication)?	Process of Core Competency Assessment: <ol style="list-style-type: none"> 1. Course (400-level) 2. Assignment 3. Type of Student Artifact 4. Rubric or other instrument 	Data (measurement of the competency)	Action Taken in Response to the Data (What will you do in response to the findings?)
<p>Yes, "Students who successfully complete the major in Philosophy are expected to: Be able to think critically about philosophical issues and express philosophical ideas in an articulate and well reasoned manner."</p>	<ol style="list-style-type: none"> 1. PHIL 370 2. Each student will write an 8-10 page research paper that develops the background of the history of Daoism (4 pages) and an application to a modern issue using contemporary readings from the course (4 pages).Project presentation 3. Research Paper 4. GE Rubric for Written Communication 	<p>Line of reasoning: 3.7 Organization and Structure: 3.7 Content: 3.74 Language/Prose/Syntax: 3.74</p>	<p>We plan on continuing our efforts towards developing assignments that meet these learning outcomes: line of reasoning, organization and structure, content and language /prose/syntax.</p>

2017 – Oral Communication

Do PLOs include or imply link to Core Competency? (AY 2016-2017: Oral Communication)?	Process of Core Competency Assessment: 1. Course (400-level) 2. Assignment 3. Type of Student Artifact 4. Rubric or other instrument	Data (measurement of the competency)	Action Taken in Response to the Data (What will you do in response to the findings?)
Yes, goal #1 states, "Be able to think critically about philosophical issues and express philosophical ideas in an articulate and well reasoned manner"	<ol style="list-style-type: none"> 1. PHIL 370 2. 15 minute presentations detailing results of community action projects 3. Project presentation 4. GE Rubric for Oral Communication 	<p>Nine presentations (n=9) were scored by the Assessment Committee. Average scores in each section of the rubric were pleasingly high. The average score was 3.39/4 for Organization, 3.61 for Content, 3.36 for Language, and 3.47 for Delivery. Scores tracked closely with the amount of time students had spent in the program, with graduating seniors accumulating the highest scores in all four sections of the rubric.</p>	<p>The fact that the Assessment Committee found that average presentation scores tracked closely with time in the program shows that the Department's emphasis on student-led discussions is having a positive effect on oral communication skills. One professor in the department will soon be retiring, so we will endeavor to replace him with another faculty member who will continue to work with students' presentation and communication skills.</p>

2016 – Information Literacy

Do PLOs include or imply link to Core Competency? (AY 2015-2016: Information Literacy)?	Process of Core Competency Assessment: <ol style="list-style-type: none"> 1. Course 2. Assignment 3. Type of Student Artifact 4. Instrument 	Data (measurement of the competency)	Action Taken in Response to the Data (How are the Findings Used?)
See Goal # 2			
See Goal # 2: “Be able to recognize valid and invalid inferences expressed in ordinary language, and to recognize a range of formal and informal fallacies of reason”	<ol style="list-style-type: none"> 1. PHIL 375 – Feminist Philosophy 2. Students will generate thesis (argument) and defend a position in conjunction to a research question that must be approved by the teacher. 3. 10 page paper using three sources in MLA or APA format. 4. GE Rubric for Information Literacy. 	<p>Students averaged 2.38/4 in Document Conventions, 2.81 in Appropriateness of Sources, 2.81 in Evaluating Sources, and 3.13 in Integrating Sources. Though there was wide variance that reflected our diverse student body, we were pleased with students’ abilities in the last two categories. Though the assignment did explicitly call for documenting all sources, this was not a point of emphasis in the class. On Appropriateness of Sources, the major problem wasn’t using inappropriate sources, but not seeking out additional sources when they were necessary to prove a point. Students generally found near the minimum of required sources.</p>	<p>Evaluating and Integrating Sources is already a major point of emphasis in nearly all of our classes, but we agreed we could put more emphasis on properly documenting sources and seeking out additional sources to provide evidence for every claim an author makes.</p>

2015 – Quantitative Reasoning

(Note: The test was administered and scored by the GE committee rather than the department, so we did not get a chance to meet and reflect on its implications for our program.)

	n	Q1 Mean	Median	Q2 Mean	Median	Q3 Mean	Median	All Questions		Mode	Avg % Correct
Sophomore	0										
Junior	4	0.75	1.00	0.25	0.00	0.50	0.50	1.50	1.50	1 and 2	50%
Senior	7	0.86	1.00	0.14	0.00	0.43	0.00	1.43	1.00	1.00	48%
All	11	0.82	1.00	0.18	0.00	0.45	0.00	1.45	1.00	1.00	48%

2014 – Written Communication

Do PLOs include or imply link to Core Competency? (AY 2013-2014: Written Communication)?	Process of Core Competency Assessment:	Data (measurement of the competency)	Action Taken in Response to the Data (What will you do in response to the findings?)
<p>Yes, “Students who successfully complete the major in Philosophy are expected to: Be able to think critically about philosophical issues and express philosophical ideas in an articulate and well reasoned manner.”</p>	<ol style="list-style-type: none"> 1. PHIL 312, Fall 2013. (Though this is officially a 300-level course, it is as demanding as many 400-level courses and adequately reflects the upper-level pedagogical goals of the department.) 2. Write a 6-8 page paper connecting at least two of the philosophical positions presented in the semester 3. 6-8 page paper in Chicago format 4. GE Rubric for Written Communication 	<p>Ten papers ($n = 10$) were read by the Assessment Committee, with an overall average score just over 3 (competent). The readers noted that the papers showed the most weakness in formulating and defending their theses, with even the most generous assessor noting some key limitations in this capacity; the readers were on the whole pleasantly surprised by the quality of the language and grammar of the submissions, though they noted that the fact the papers had already gone through two rounds of revision probably elevated these scores. Reviewers also noticed some systematic differences in their scoring and decided to meet again to ensure that grading is approximately uniform across the department.</p>	<p>The Department has reviewed the data and will adopt the following: (1) Increased emphasis during class time on developing and proving thesis statements; (2) Increased peer review with drafting and revision strategies; (3) Reminding students of the existence of on-campus tutoring services (such as Kilohana)</p>