

PHILOSOPHY
Academic Alignment Template

Part I: Institutional Research Data

[Note: this Part of the template would be pre-populated and provided as a PDF to departments.]

A. Program-Level Data

[This information would be pre-populated from data provided by the Office of Institutional Effectiveness]

- Number of majors- Fall 2017-Fall 2021
 - Note: Need to make sure that second majors are counted
 - Note: These data will include transfer students
 - Note: Also need breakdown by race, gender, athletes, EOP, TRIO
- First to second year retention in the major- Fall 2017-2021
 - Note: Data will include first-time and transfer students
 - Note: Because of very small N's, data on race and gender will not be included with this analysis
 - Include School and College numbers for comparison
- Four-year graduation rates-last five years' of data
 - Note: These data will include first-time and transfer students
 - Note: if possible, broken down by race and gender (if the N is sufficient)
 - Include School and College numbers for comparison
- Six-year graduation rates- last five years' data
 - Note: These data will include first-time and transfer students
 - Note: if possible, broken down by race and gender (if the N is sufficient)
 - Include School and College numbers for comparison

B. Department-Level Data

Department Profile Trends
for
Philosophy

		2016-17	2017-18	2018-19	2019-20	2020-21	1 Year % Change	5 Year % Change
Fall Term	Credits Generated:							
	Lower Division	1419	1104	891	804	780	-3%	-45%
	Upper Division	272	298	282	255	156	-39%	-43%
	Graduate Level							
	Total	1691	1402	1173	1059	936	-12%	-45%
	Student FTE Generated:	112.73	93.47	78.20	70.80	62.40	-12%	-45%
	Faculty FTE:							
	Contracted	5.25	5.00	4.00	3.25	3.00	-8%	-43%
	Release Time	0.50	0.75	0.25	1.00	0.25	-75%	-50%
	Majors:							
	1st Major	9	2	4	4	2	-50%	-78%
	2nd Major	8	10	4	3	3	0%	-63%
	Graduate							
Minors:	8	7	5	6	4	-33%	-50%	
Student/Faculty Ratio:	21.47	18.69	19.55	21.72	20.80	-4%	-3%	

		2016-17	2017-18	2018-19	2019-20	2020-21	1 Year % Change	5 Year % Change
Spring Term	Credits Generated:							
	Lower Division	1203	1002	858	762	678	-11%	-44%
	Upper Division	338	234	159	155	156	1%	-54%
	Graduate Level							
	Total	1541	1236	1017	917	834	-9%	-46%
	Student FTE Generated:	102.73	82.40	67.80	61.13	55.60	-9%	-48%
	Faculty FTE:							
	Contracted	5.00	4.25	3.50	2.75	2.75	0%	-45%
	Release Time	0.25	0.25	0.25	0.75	0.25	-67%	0%
	Majors:							
	1st Major	8	2	5	5	4	-20%	-50%
	2nd Major	12	12	4	3	2	-33%	-83%
	Graduate							
Minors:	8	5	7	4	6	50%	-25%	
Student/Faculty Ratio:	20.55	19.39	19.37	22.23	20.22	-9%	-2%	

First-time, Full-time Freshmen:	2016-17	2017-18	2018-19	2019-20	2020-21
Primary Major	0	0	1	0	0
Secondary Major					

Degree: Granted	2016-17	2017-18	2018-19	2019-20	2020-21
Primary Major	5	0	2	2	
Secondary Major	4	7	2		

Department Profile Trends
for
School of Arts & Sciences

		2016-17	2017-18	2018-19	2019-20	2020-21	1 Year % Change	5 Year % Change
Fall Term	Credit Generated:							
	Lower Division	24924	24668	23480	20454	18438	-10%	-26%
	Upper Division	12423	11618	11090	11203	9556	-15%	-23%
	Graduate Level	163	117	126	150	108	-28%	-34%
	Total	37510	36403	34696	31807	28102	-12%	-23%
	Student FTE Generated:	2503.38	2428.82	2313.17	2122.97	1875.27	-12%	-23%
	Faculty FTE:							
	Actual	140.43	135.99	130.58	128.95	110.25	-15%	-21%
	Release Time	14.74	20.41	19.56	22.05	21.31	-3%	45%
	Majors:							
	1st Major	1747	1637	1547	1489	1396	-8%	-20%
	2nd Major	263	250	216	245	203	-17%	-23%
	Combined BA/MA	10	9	10	11	11	0%	10%
	Graduate	10	10	9	6	11	83%	10%
	Minors:							
Education Specialist:	643	532	485	526	500	-5%	-22%	
Education Specialist:	97	98	105	127	131	3%	35%	
Student/Faculty Ratio:	17.83	17.86	17.73	16.46	17.01	3%	-5%	

		2016-17	2017-18	2018-19	2019-20	2020-21	1 Year % Change	5 Year % Change
Spring Term	Credit Generated:							
	Lower Division	20339	20044	19631	17586	13906	-21%	-32%
	Upper Division	13778	12496	12013	11215	9689	-14%	-30%
	Graduate Level	243	207	240	291	228	-22%	-6%
	Total	34360	32747	31884	29092	23823	-18%	-31%
	Student FTE Generated:	2294.72	2186.58	2129.60	1944.32	1592.00	-18%	-31%
	Faculty FTE:							
	Actual	134.29	131.01	125.41	120.17	105.35	-12%	-22%
	Release Time	20.23	21.57	19.65	21.15	22.82	8%	13%
	Majors:							
	1st Major	1816	1630	1577	1441	1266	-12%	-30%
	2nd Major	308	266	260	249	228	-8%	-26%
	Combined BA/MA	10	8	10	12	15	25%	50%
	Graduate	8	9	10	11	13	18%	63%
	Minors:							
Education Specialist	751	578	619	593	573	-3%	-24%	
Education Specialist	118	100	128	141	162	15%	37%	
Student/Faculty Ratio:	17.09	16.69	16.98	16.18	15.11	-7%	-12%	

First-time, Full-time Freshmen:	2016-17	2017-18	2018-19	2019-20	2020-21
Primary Major	269	259	254	180	233
Secondary Major	6	8	3	12	4

Degrees Granted	2016-17	2017-18	2018-19	2019-20	2020-21
Primary Major	516	439	383	377	
Secondary Major	73	65	65	40	

Department Profile Trends
for
SUNY Potsdam Total

		2016-17	2017-18	2018-19	2019-20	2020-21	1 Year % Change	5 Year % Change
Fall Term	Credit Generated:							
	Lower Division	30164	30067	29389	26781	24125	-10%	-20%
	Upper Division	21746	20749	20938	20601	18989	-8%	-13%
	Graduate Level	3104	3006	2694	3221	2742	-15%	-12%
	Total	55014	53822	53021	50603	45856	-9%	-17%
	Student FTE Generated:	3719.33	3638.23	3579.63	3427.22	3102.77	-9%	-17%
	Faculty FTE:							
	Contracted	253.20	250.26	244.79	249.39	220.04	-12%	-13%
	Release Time	29.24	30.99	31.89	32.99	30.73	-7%	5%
	Majors:							
	1st Major	2747	2707	2637	2628	2534	-4%	-8%
	2nd Major	423	437	438	491	420	-14%	-1%
	Combined BAMA	10	9	10	11	11	0%	10%
	Graduate	268	263	228	287	284	-1%	6%
Minors:	975	807	751	807	773	-4%	-21%	
Educational Specialist:	97	98	105	127	131	3%	35%	
Student/Faculty Ratio:	14.69	14.54	14.62	13.74	14.10	3%	-4%	

		2016-17	2017-18	2018-19	2019-20	2020-21	1 Year % Change	5 Year % Change
Spring Term	Credit Generated:							
	Lower Division	25444	24752	24612	22893	18549	-19%	-27%
	Upper Division	22798	22031	22066	20819	19296	-7%	-15%
	Graduate Level	2933	2591	2736	2608	2756	6%	-6%
	Total	51175	49374	49414	46320	40601	-12%	-21%
	Student FTE Generated:	3460.55	3334.78	3339.87	3131.47	2732.67	-12%	-20%
	Faculty FTE:							
	Contracted	248.23	243.16	236.55	236.01	218.20	-8%	-12%
	Release Time	29.31	35.65	30.98	33.66	31.91	-5%	9%
	Majors:							
	1st Major	2800	2622	2623	2484	2287	-8%	-18%
	2nd Major	466	454	472	404	437	8%	-6%
	Combined BAMA	10	8	10	12	15	25%	50%
	Graduate	250	228	138	250	242	-3%	-3%
Minors:	1117	865	947	905	897	-1%	-20%	
Educational Specialist:	118	100	128	141	162	15%	37%	
Student/Faculty Ratio:	13.94	13.71	14.12	13.27	12.62	-5%	-10%	

First-time, Full-time Freshmen:	2016-17	2017-18	2018-19	2019-20	2020-21
Primary Major	437	479	504	414	441
Secondary Major	29	43	46	60	46

Degree: Granted	2016-17	2017-18	2018-19	2019-20	2020-21
Primary Major	905	846	735	774	
Secondary Major	102	85	91	85	

Philosophy

Summary Tables

Spring, 2021 Data

Source: SUNY Potsdam Academic Profile Trends (Fall 2016-Spring 2021)

Student FTE Comparisons

	Student FTE 1 Yr % Change	Student FTE 5 Yr % Change
Philosophy	-9%	-46%
Arts & Sciences	-18%	-31%
SUNY Potsdam	-12%	-20%

Student Majors Comparisons

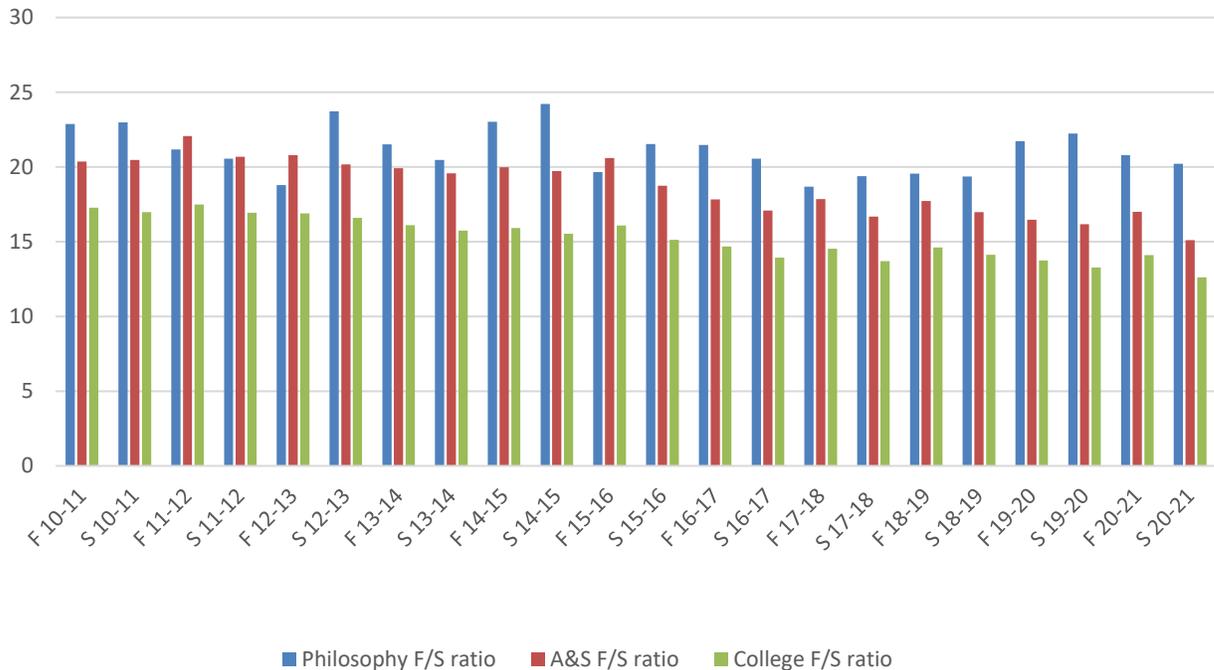
	1 st Major 1 Yr % Change	1 st Major 5 Yr % Change	2 nd Major 1 Yr % Change	2 nd Major 5 Yr % Change	All Majors (AY17)	All Majors (AY21)
Philosophy	-20%	-50%	-33%	-83%	20	6
Arts & Sciences	-12%	-30%	-8%	-26%	2124	1494
SUNY Potsdam	-8%	-18%	8%	-6%	3266	2724

Student/Faculty Ratio Comparisons

	Ratio AY17	Ratio AY21	1 Yr % Change	5 Yr % Change
Philosophy	20.55	20.22	-9%	-2%
Arts & Sciences	17.09	15.11	-7%	-12%
SUNY Potsdam	13.94	12.62	-5%	-10%

Note: In AY17 the philosophy department had four full-time faculty members, which by AY21 had been cut down to only two full-time faculty members. This explains the stability of the Student/Faculty ratio in relation to the overall drop in FTE production. This halving of full-time faculty has also been a substantial obstacle to recruiting new majors.

Faculty/Student Ratio 2010-2021



- C. Data Narrative:** Reflect on the data provided related to enrollment trends, including total credits and majors and enrollment by race and gender, and on faculty/student ratios and comparisons to School/College data. What challenges and gaps exist? What has been done to address these challenges? What are the opportunities for strategic growth or for retraction? **[Max. 500 words]**

The data above¹ demonstrate that the Philosophy department’s student/faculty ratio is consistently above the average for departments in both the School of Arts and Sciences and the College as a whole. This high level of productivity has been the result of the department’s commitment to offering courses that meet students’ needs and interests, setting seating caps in the majority of our courses at 30 to 35 students, ensuring that our offerings are integrated into the College-wide general education program, and emphasizing interdisciplinarity by regularly offering courses in service of other programs. As overall enrollments have dropped over the course of the last few years, the philosophy department has maintained its healthy level of FTE production by thoughtfully scheduling courses and taking care to monitor changes in apparent interest and enrollment. In some cases, scheduling patterns that worked in the past have had to be adjusted. For instance, the courses offered in service of our “fundamental courses” distribution requirement are now offered only once a year, rather than every semester, and we have offered more sections of Ancient Philosophy and Modern Philosophy rather than the historically lower-filling Medieval and 20th Century Philosophy courses.

¹ See Appendix I for more information on Faculty/Student ratios over the last decade.

Notably, the department's ratios have remained at or above 20 as the number of full-time faculty fell from 5 in 2011 to our current 2. Even at much higher numbers of full-time faculty, the department has been able to fill courses and maintain a College-leading level of FTE production. However, the decline in full-time faculty over the course of recent years, due to retirements without replacement in 2012, 2018 and 2020, has substantially affected our ability to attract new majors. In 2011, with five full-time faculty members, the department had thirty-three majors. The recent decline to under ten majors correlates directly to the faculty reductions in 2018 and 2020. We are confident that even a single faculty member would substantially improve our ability to recruit new majors. A new faculty member would be able to fill in crucial gaps in teaching expertise, allowing us to substantially diversify our offerings in high-demand offerings in applied ethics, political philosophy, ethical theory, feminist theory, and Nonwestern philosophy.

A new faculty member would also allow us to keep up our tradition of support for general education and other interdisciplinary programs. A position could be created in which the teaching load is committed to Pathways and/or to other programs. For instance, the job could be committed .25 to specific WAYS courses (at least two sections of WAYS 101, 102 or 103 a year), .25 to Criminal Justice (an offering of PHIL 120, PHIL 332, PHIL 333 every term) and .25 to Pathways (at least one PHIL course meeting a Pathways designator every term). Without a new faculty member, it will be impossible for the department to continue its current (substantial) level of support for WAYS courses and interdisciplinary programs, much less expand our involvement into offering courses for WAYS 102 and 103.

Few philosophy departments have large numbers of majors relative to the norms of their institutions. Students typically are not exposed to philosophy at all prior to college, so it is only by taking an introductory course in the subject that most students are able to learn of their interest in and facility with philosophy. In the past, many students have only discovered philosophy in their third or even fourth years of school, too late to take further classes or to seek a major or minor. For this reason, the department sees its involvement in the first year WAYS seminars in our new Pathways program as an important and promising avenue for finding new students who will benefit from joining our programs. Philosophy faculty have played a significant role in the initial offerings of WAYS 101, with multiple faculty teaching sections of the course every time it's been offered. For Fall 2021 WAYS 101 constitutes 57% of the course credit offered by full-time philosophy faculty. We believe that this level of involvement is appropriate to the intentions of WAYS 101 as an introduction to critical thinking, that it constitutes a significant service to the college as a whole, and that it's good for our department's efforts to recruit majors and minors. However, without a third faculty member, we will simply not have the staffing in the future to continue this involvement.

Part II: Programmatic Information

A. Course-Level Data/Undergraduate Programs

- Directions: Complete the following Table for courses taught in the undergraduate programs/majors during the Spring, 2021 and Fall, 2021 semesters that meet one or more of the following criteria (add rows as needed). **If desired, separate tables can be created for each major** within the department. NOTE: Not all courses need to be inputted into the Tables; only if they meet one or more of the descriptors.

*For the Major column, indicate with an X if the course is only open to students in the major.

~FDR: Fulfills distribution requirement for another major/program.

^For the Service column, **list those majors** outside of the program that require the course as part of their curriculum.

See attached excel worksheet for Philosophy course level data

B. Contribution to WAYS (Undergraduate Programs)

- Directions: Complete the following Table to document WAYS courses taught by department/program faculty during the Spring, 2021 and Fall, 2021 semesters (add rows as needed):

See attached excel worksheet for Philosophy WAYS data

C. Course-Level Data/Graduate Programs

- Directions: Complete the following Table for courses taught in the graduate programs during the Spring, 2021 and Fall, 2021 semesters that meet one or more of the following criteria (add rows as needed). **If desired, separate tables can be created for each graduate program** within the department. NOTE: Not all courses need to be inputted into the Tables; only if they meet one or more of the descriptors.

Not applicable for Philosophy

D. Program Distinctiveness/Demand

- **SUNY Programs/Competition**: Using the link <https://www.suny.edu/attend/find-a-suny-program/undergraduate/> (undergraduate programs) or <https://www.suny.edu/programsearch/index.jsp> (graduate programs) list below all SUNY four-year campuses that offer the same/similar degree program:

Philosophy	Albany	New Paltz
	Binghamton	Oneonta
	Brockport	Oswego
	Buffalo State	Plattsburgh
	UB	Purchase

Fredonia
Geneseo

Stonybrook

Note: The fact that a philosophy major is offered at all of the above institutions is evidence of the recognized centrality of philosophy to a liberal arts education.

- **Competitive Distinctiveness:** Provide a narrative outlining what makes SUNY Potsdam's major/program distinct from others in the SUNY system. If desired, a separate narrative can be provided for each academic program/major within the department. **[Max. 500 words per narrative/major]**

The Philosophy Department at SUNY Potsdam has long distinguished itself through its commitments to general education and to interdisciplinary efforts across the college. Philosophy faculty have been instrumental in the development of Pathways², and all members of the department have a deep commitment to the Pathways program. All of our decisions about the development, revision and scheduling of our curriculum are guided by this commitment, and the value of our service in this regard is evident in the numbers of non-majors who take philosophy courses in fulfillment of their general education requirements. (see data for Part II: A and B above).

As is evident from the data posted above, a large majority of our recent course offerings meet the Thinking Foundationally Pathways requirement. It is worth noting also that the discipline of philosophy is uniquely suited to offer courses meeting a wide range of Pathways requirements. Work is underway to revise PHIL 322: Ancient Philosophy and PHIL 334: Modern Philosophy to meet the Thinking Historically requirement and when next offered PHIL 210: Symbolic Logic will be revised to meet the Thinking Mathematically requirement.

In addition to revising the courses we offer to our majors in order to serve the broader student body as Pathways courses, the Philosophy department is uniquely committed to participating in the WAYS first year seminars. No department on campus is better suited to offering the WAYS 101 Critical Thinking Seminar. Formal critical thinking instruction has long been the responsibility of philosophy departments, and expertise in logic and the analysis of arguments is a fundamental part of our discipline. As such, philosophy faculty have been committed to the 101 seminars, with faculty members offering sections every year the course has been offered, including during the piloting process. In addition to WAYS 101, philosophy faculty are well suited to offering WAYS 102 and WAYS 103 courses. We envision WAYS 102 to be a key aspect of the job responsibilities of Dr. Tartaglia's replacement, were that position to be filled. Many philosophy PhDs on the job market have training that specifically addresses the needs of the First Year Writing Seminar, and our need for a new faculty member would allow us to provide that expertise to the Pathways program.

- **Articulation Agreements/Institutional Partnerships:** Describe any current articulation agreements (transfer in/transfer out) or other innovative partnerships with higher institutions, and impact on student recruitment and retention. The following links may be helpful: <https://www.potsdam.edu/admissions/apply/transfer/articulation->

² In particular, David Curry served on the Steering Committee for the development of Pathways and was the first Pathways Director.

[agreementsadvising-guides](#) (for programs in which students transfer into our majors); and <https://catalog.potsdam.edu/content.php?catoid=6&navoid=331> (for 3/2 programs or those in which our majors articulate into a graduate program at another institution). **[Max. 500 words]**

The Philosophy department has an articulation agreement with Jefferson Community College which allows students from JCC to enter the program with 12 credits completed toward the major, including two required courses. The department is enthusiastic about pursuing similar agreements with North Country Community College and SUNY Adirondack. (See Appendix IV for further details.)

- **Program Demand/Market Analysis:** Provide any relevant market data that specifies demand for the academic program or programs within the department. The following link from the Bureau of Labor Statistics may be helpful: <https://www.bls.gov/ooh/>, and information on job statistics is also available here: <https://www.onetonline.org/>. **[Max. 500 words]**

The careful study of academic philosophy develops skills that our students are able to use to great effect in a variety of post-graduate settings. The discipline’s focus on critical thinking, clarity of expression and depth of understanding produces graduates with the skills to succeed in essentially any professional or academic context.

According to survey data provided by The Wall Street Journal, philosophy majors thrive on the job market.

Major	Beginning pay	Mid-career pay
Economics	\$53,900	\$100,000
Mathematics	\$54,000	\$95,700
Philosophy	\$44,700	\$84,100
Chemistry	\$45,700	\$83,000
Computer Programming	\$50,500	\$82,600
Geology	\$44,800	\$79,800
Accounting	\$48,300	\$77,200
Nursing	\$57,500	\$74,100
Biology	\$40,800	\$73,500
Business Administration	\$46,100	\$72,400
Psychology	\$38,300	\$62,100

The mid-career median salary for those who have majored in philosophy is higher than those who've majored in chemistry, biology, psychology, business or political science. Sources that report only on salaries in the years immediately following graduation typically understate the value of the major, which sees one of the highest levels of growth (103.5%) between early and mid-career. (see http://online.wsj.com/public/resources/documents/info-Degrees_that_Pay_you_Back-sort.html)

In addition to preparing students for the job market, the philosophy major is an asset to those who intend to go on to graduate studies. When scores are sorted by major, philosophy majors are found to excel at the GRE, GMAT, LSAT and MCAT. (see Appendix II)

E. Mission Alignment

- ***Diversity, Equity, and Inclusion (DEI):*** Please list below any current initiatives or strategies directly aligned with the College's DEI mission/vision in which the department's faculty, staff, and/or students are directly engaged. **[Max. 500 words]**

The College's DEI mission requires us to carefully examine some of the most fundamental aspects of human experience, a task for which the discipline of philosophy is uniquely suited. Our program engages with issues of diversity, equity and inclusion across its curriculum. To take just a few examples: In our Ethical Reasoning courses students examine how our views on race, ethnicity and gender can be supported or, in some cases undermined, by different approaches to understanding and systematizing our moral views. In Human Nature students examine conceptual debates over the nature of, and in some cases, very reality of, race and gender. In Education and the Good Life, students examine arguments for multiculturalism in the curriculum and consider the implications of relativist views of value to concerns of social justice. Every philosophy course, by its nature, encourages students to examine their most closely held beliefs, expose their biases and work to understand the arguments for competing perspectives.

Our commitment to the DEI mission of the college is evident in all of our recent hiring requests, which specifically seek expertise in feminist theory, environmental ethics, non-western philosophy, philosophy of race and other areas in applied ethics which explicitly address concerns related to DEI.

- ***Liberal Arts & Sciences:*** SUNY Potsdam's stated mission includes a "commitment to the liberal arts and sciences as an academic foundation for all students." Describe how your programs/department supports this mission. **[Max. 500 words]**

The study of philosophy as an academic discipline has long been understood to be central to the aims of the liberal arts and sciences. All thirteen of the SUNY comprehensive colleges offer the opportunity to major in philosophy, and all thirteen emphasize the role that rigorous investigation of fundamental concepts of knowledge, existence and morality plays in a liberal arts education, as well as the value and utility of the critical thinking and writing skills developed through study of philosophy.

To be committed to the liberal arts and sciences is to be committed to the idea that a rigorous investigation of the social and natural world, engaged in according to the disciplinary standards of the established fields of the arts and sciences, is essential to the mission of the college as a whole. This commitment is not vague or equivocal. It is not dependent on market value or financial expediency. It relies on a particular picture of the value of the life of the mind, a picture which commits us to the idea that knowledge has intrinsic value, and that the development of the intellectual virtues plays a key role in the pursuit of a good and fulfilling life. As long as the SUNY Potsdam mission statement remains unchanged, and as long as the college advertises itself to prospective students as a place where they will receive a comprehensive liberal arts education comparable to that at

other colleges, we have an obligation to support the disciplines that are constitutive of such an education.

- **Applied Learning:** Please list below any Applied Learning experiences currently available to students within the academic programs or department, including internships and service learning; please indicate if the experience is a requirement in the major.

The campus philosophy club, the Philosophy Forum, has been a campus institution for over 30 years. The Forum regularly recruits outside speakers, as well as offering a forum for student presentations and community discussion. Every year Forum sponsors a trip to an undergraduate philosophy conference (most often the annual SUNY Oneonta philosophy conference). Multiple members of the faculty accompany students, several of whom typically present their own papers or comment on other participants papers.

In recent years, the department has also hosted its own philosophy conferences, allowing students the opportunity to present papers as well as valuable experience in organizing and running an academic event. The *Representing Reality* conference in 2017 featured talks by a number of up-and-coming philosophers from the University of Pennsylvania, with a keynote by esteemed philosopher of mind Dr. Gary Hatfield. The *Philosophy in the Valley* conference in 2018, organized in cooperation with the St. Lawrence University Philosophy Club, featured paper presentations by three SUNY Potsdam students and a keynote by Clarkson University professor Dr. William Vitek. In addition to presenting papers during the conference, philosophy students organized the event and reviewed and commented on submitted paper drafts, gaining valuable experience for future academic and professional opportunities. The department has maintained ties to faculty members at St. Lawrence University and we are optimistic about organizing a second *Philosophy in the Valley* conference when the situation with Covid allows for such events.

- **Community Engagement:** Describe below any community impacts and engagement directly related to the academic program(s) and/or its faculty and students. **[Max. 500 words]**

Philosophy Forum is open to all members of the community and has consistently benefitted from the participation of local residents with interests and expertise in philosophy, including teaching faculty from both Clarkson and St. Lawrence Universities, numerous alumni of our program, and even the local parish priest (an expert on Hegel with a PhD in philosophy).

- **Interdisciplinarity:** Describe below any specific interdisciplinary aspects of the academic programs, including those that might exist across Departments and/or Schools. **[Max. 500 words]**

The philosophy department has consistently served interdisciplinary efforts on campus. The department regularly offers courses that meet distribution requirements for the Environmental Studies, Criminal Justice, Classical Studies, Women's and Gender Studies, Disabilities Studies, Social Justice Studies and Linguistics programs. In addition, philosophy classes routinely engage with issues of particular interest in other majors, e.g., PHIL 380: Philosophy of Mind and PHIL 331: Moral Issues in Mental Health cover issues of particular interest to students in psychology and sociology, PHIL 371: Social and Political Philosophy

and PHIL 328: Issues in Ethical Theory deal with the philosophical underpinnings of the political theories studied in political science, and PHIL 322, 323, 324 and 325 (Ancient, Medieval, Modern and 19th Century Philosophy) cover aspects of the history of thought crucial to the work of students studying history and historical literature.

Philosophy Department faculty are well-suited and eager to participate in the WAYS 301 team-taught interdisciplinary seminars. One of the initial pilots for WAYS 301 was a seminar in Bioethics taught by a member of the Philosophy faculty in cooperation with a member of the Biology faculty. Department faculty are eager to continue to offer this and other WAYS 301 courses, as staffing permits.

Finally, and perhaps most significantly, the philosophy department contributes to interdisciplinary programs on campus through its sustained, long-standing service to the interdisciplinary general education program on campus (see below for more)

- **Advising and Student Retention:** Describe below the activities or initiatives that the program faculty participate in related to student retention, including excellence in advising. **[Max. 500 words]**

Faculty members from the philosophy department have historically taken on advising responsibilities for exploratory (undecided) students. Because philosophers are trained to pay careful attention to the distinctions among different forms of knowledge (e.g., empirical, mathematical, aesthetic, social), our faculty are in a particularly good position to help guide students toward areas of study that suit their skills and interests. Department faculty are enthusiastic about expanding our contributions to exploratory advising and are open to formalizing this responsibility as part of our regular service load.

- **Other:** Describe below any additional information related to programmatic alignment with the College's mission. **[Max. 500 words]**

The Philosophy program has long aligned its curricular offerings to ensure that it can be of maximum service to the general education program.

- In fall of 2021 all seats (233 out of 233) offered by the department fulfill a general education requirement. 173 out of 233 (75.2%) carry a First Year Designator, with department faculty members offering 4 sections of WAYS 101.
- In spring of 2021 405 out of 425 seats (95.3%) offered by the department fulfilled a general education requirement. 280 out of 425 (65.9%) carried a First Year Designator.
- In fall of 2020 320 out of 340 seats (94.1%) offered by the department fulfilled a general education requirement. 260 out of 340 (76.5%) carried a First Year Designator, with department faculty members offering 3 sections of WAYS 101.
- In spring of 2020 355 out of 385 seats (92.2%) offered by the department fulfilled a general education requirement. 280 out of 385 (72.7%) carried a First Year Designator.
- In fall 2019 365 of 385 seats (94.8%) offered by the department fulfilled a general education requirement. 270 of 385 (70%) carried a First Year Designator.
- In spring 2019 415 of 470 seats (88.3%) offered by the department fulfill a general education requirement. 210 of 470 (44%) carried a First Year Designator.

- In fall of 2018 429 of 459 seats (93.5%) offered by the department fulfilled a general education requirement. 185 of 459 (40.3%) carried a First Year Designator.

F. Personnel Costs

- **Personnel Narrative:** If desired, please provide any information that would be helpful in providing context to the personnel data, above. *[Max. 500 words]*

The information provided clearly demonstrates that the philosophy department's cost per credit hour generated has remained below that of the School of Arts and Sciences average and considerably below that of the average of the College as a whole. This is a product of the department's campus-leading student/faculty ratio, and for that reason can be expected to remain low relative to the costs of credits generated by other departments. The Philosophy department's performance throughout the last decade has clearly demonstrated its ability to maintain a sustainable level of FTE production while supporting the major and minor.

It's important to further note that the numbers for the years described in the provided tables include the salary of a very senior faculty member who retired in fall 2020. As a result of the retirement, combined salaries for the department dropped from \$287,414 in AY19/20 to \$165,470 in AY21/22. This 43% drop in salaries means that the cost per credit hour generated from Spring 21 on can be expected to be significantly lower than the already favorable numbers described in the provided data.

As is the case across many fields in academia, there are far more scholars with philosophy PhDs than there are academic jobs, and were the department able to search for a full-time faculty member, the chances of finding an exceptionally well-qualified philosopher willing to work at our introductory faculty pay rates are very high. In other words, the cost per credit hour produced can be expected to fall even further when the department is once again in a position to hire and our department's extremely high faculty to student ratio is combined with the lower average department salary that would result from having a junior faculty member.

Our major and minor reflect the role the department plays in college-wide service. None of the courses offered by the department exclusively enroll majors, and in fact the vast majority of seats offered by the department are filled by non-majors meeting general education requirements or distribution requirements for their major. Even were we to have no majors, the vast majority of the courses currently offered in service of the major would still be needed to enable students to meet their general education requirements and the requirements of other programs. For illustration, see the spreadsheets for Part 2-A for a snapshot of the courses offered in the last two semesters and Appendix III for sample description of how a typical philosophy major would complete their requirements. Of all of our offerings, only the Seminar (PHIL 475) and the Fundamental Courses (PHIL 350, 380, 454, 465) have typically had majors and minors as the majority of students, and these classes account for at most two course offerings a year. Furthermore, during periods of low overall enrollment, the Seminar topic can be chosen to encourage interest from advanced non-majors, and PHIL 350 or PHIL 380 can be advertised to students in the natural and social

sciences (PHIL 380, for example, often enrolls as many psychology students as philosophy students).

G. Leadership and Innovation

- ***Innovation:*** In the space below, provide a narrative of recent innovative and entrepreneurial initiatives conducted by the faculty, staff, and/or students including those related to curricular design, recruitment, and retention; also include any future plans for innovation or entrepreneurial activities. **[Max. 500 words]**

Recruitment and retention

The department's strategies for recruitment and retention focus on three areas: Philosophy Forum, involvement with Pathways, and interdisciplinary service.

Regular Forum events provide a way of advertising our curricular offerings and enhance the visibility of the department on campus. Many students begin their involvement in our programs by attending a Forum event and finding themselves engaged both by the intellectual content of program and the accessibility of the faculty, both of whom attend every meeting of the Forum.

Since students are rarely introduced to philosophy as a subject matter prior to college, the 100-level TF (and formerly PI/FC) courses we offer are many students' first introduction to the field. By aligning our curriculum with the Pathways program, we give students an incentive to try our courses, even when they don't think of themselves as having an interest in philosophy. Many students are surprised by their own interest in (and facility with) philosophical work.

The third aspect of our recruitment strategy is our service to other departments. Criminal Justice students take our Philosophy of Law, Philosophy of Justice or Ethical Reasoning classes, Environmental Studies students take our Environmental Ethics classes, Classical Studies students take our Ancient Philosophy class, and more. At least some of these students become interested in further studies in philosophy, and our flexible, 30-hour major and 18-hour minor can often be completed without impeding the student's progress on their original major.

Curricular Design

The department's most recent efforts in the area of curricular revision and innovation have largely been directed toward adapting our offerings to best serve the new Pathways program. We have already revised nine of our courses in order to meet the new TF requirement in Pathways, making our department easily the largest provider of that graduation requirement. Our Seminar has just been approved for the CM and CT requirements, and we have plans to further revise some of our courses to meet TH and TM requirements.

If staffing permits, the department would like to expand its involvement with the WAYS first year programs. As noted above, philosophy faculty are uniquely suited to lead WAYS 101 Critical Thinking Seminars, and where possible we would like to contribute to the WAYS 102 and WAYS 103 Seminars. Philosophy as a discipline also lends itself to the format of the WAYS 301 Interdisciplinary Seminar. Philosophy faculty have already participated in a pilot of the WAYS 301 program, team teaching a Bioethics course with a member of the Biology faculty. The traditional philosophical subject areas of ethics, metaphysics and epistemology all lend themselves towards interdisciplinary application to other areas of study.

- **Leadership in Service:** For Fall 2018 to the present, list below the School- and College-level leadership roles of the unit's faculty, specifically those that are beyond the departmental service that is expected as part of a faculty member's responsibility. Provide a brief description (1 to 2 sentences) describing each role or reassignment and how it contributes to the College's mission and/or innovative and strategic initiatives.

Tim Murphy

2018 - present - *Faculty Co-Advisor, Philosophy Forum* - – pre-covid: plan weekly meetings of Forum, the co-curricular philosophy club; Forum has begun to meet once again face-to-face and plans a full resurgence for spring 2022, covid permitting.

Fall 2014- present - *Arts and Sciences Curriculum Committee* - Members of this committee meet every 1-2 weeks to review proposals for new courses and programs and for revisions to existing programs. It is the responsibility of this committee to make recommendations to the Dean of the School of Arts and Sciences in the interests of ensuring the coherence, consistency and quality of the School's programs.

Fall 2019 - Spring 2021 - *Potsdam Pathways Curriculum Committee* -Members of this committee review applications for Pathways designators to ensure that courses with those designators meet the standards of the general education program. Both Philosophy faculty members have served as coordinator for the TF designator, a position which requires the coordinator review applications for TF, work with the applicant faculty to revise those applications as appropriate, and then present recommendations for approval or denial to the PCC.

Fall 2017 - Spring 2021 - *Faculty Senate Academic Policies, Standards and Advising Subcommittee* - Faculty Senate sub-committee that deals with undergraduate matters including academic advising policies and standards, scholarships, the grading system, academic performance standards, academic grievances and appeals, academic honesty, registration, and class attendance. Dr. Murphy chaired the committee from Fall 2018 through Fall 2019, and as a result served on *Faculty Senate Executive Committee* during that period. FSEC meets approximately weekly to organize Faculty Senate business, vote on proposed resolutions and consider how to best communicate matters of campus governance to colleagues in the Faculty Senate.

Fall 2020 – present- *Philosophy Department Chair* – responsible for administrative tasks relevant to running the department, and as chair serves on *Council of Chairs and Program Directors* (CCPD)

David Curry

2018 - present - *Faculty Co-Advisor, Philosophy Forum* – pre-covid: plan weekly meetings of Forum, the co-curricular philosophy club; Forum has begun to meet once again face-to-face and plans a full resurgence for spring 2022, covid permitting.

2018 - present - *Faculty Assembly Departmental Delegate*

2018-2020 - *Chair, Goals & Planning Committee of the Faculty Assembly and Faculty Senate Executive Committee*. The Goals and Planning Committee facilitates the Faculty Senate's participation in academic planning, reviews college-wide long range planning documents and recommends endorsement or amendment(s) to the Faculty Senate and monitors the achievement of college goals and reports on such monitoring to the Faculty Senate. The executive Committee meets approximately weekly to organize Faculty Senate business, vote on proposed resolutions and consider how to best communicate matters of campus governance to colleagues in the Faculty Senate.

2018-present - *General Education Task Force & General Education Reform Steering Committee* – the committees that ultimately completely redesigned the college's core curriculum over the course of four years, resulting in the Pathways Core Curriculum.

2018-2020 - *General Education Committee and General Education Subcommittees: Philosophical Inquiry and First Year Critical Thinking Subcommittee Chair*, as well as serving as Skills Coordinator for Critical Thinking. Reviewed all applications for PI and FC designation and provided training in critical thinking for instructors seeking the FC designator.

2018-spring 2021- *Interim Director Potsdam Pathways* – oversaw implementation of the new Potsdam Pathways Core Curriculum, including chairing the Potsdam Pathways Curriculum Committee.

2018-2019 also served as acting WAYS 101 Coordinator.

Fall 2021 – TF liaison on Potsdam Pathways Curriculum Committee

As Pathways interim director participated in President's Strategic Planning Retreats, January and August 2020, and many other administrative committees:

2018-2020 - *Co-Chair Potsdam Pathways Roll Out Task Force* – this task force was designed to open lines of communication with the many offices on campus affected by the roll out of the Pathways program (e.g., Registrar, SSC, etc).

2019-2020 - *Summer Orientation Task Force and First Year Programming Task Force* – participated in the redesign of summer orientation and of first year programs, particularly as affected by the implementation of the Pathways Core Curriculum.

Director, Classical Studies Minor Program – Oversight of the minor program, including scheduling, advising and all other bureaucratic necessities.

Dean of Arts and Sciences Search Committee

NEH Faculty Development Program Committee

As department chair from 2018-2020, also served on *Council of Chairs and Program Directors* (CCPD)

External Funding: In the table below, provide a summary of external grants submitted (Fall, 2018 through Fall, 2021) and amounts funded, if applicable (add rows as needed):

The Philosophy department has been able to fund a number of enriching programs and activities for our students, including conferences, student trips to conferences and guest speakers, through the funding Philosophy Forum receives as a student organization. We have also been able to supplement Forum funding for these activities with Foundation funds made available to us by the generous donations of our alumni.

- **Endowments/Funded Gifts.** Provide a summary of donor-sponsored gifts specific to the program/department.

The Philosophy Department has two endowed scholarships for majors. The Berriman Scholarship has an endowment of \$55,628 and the Daniel Gross Scholarship has an endowment of \$19,992. Both scholarships are reserved for Philosophy majors who have demonstrated academic excellence and who have financial need.

- **Scholarly Endeavors:** In the space below, provide a list of the most impactful scholarly/creative accomplishments of the faculty, including the scholarship of teaching (from Fall, 2018 to the present); if preferred, a separate bibliography can be provided instead.

Murphy, T.G. An encoding approach to *Ante Rem* structuralism. *Synthese* **198**, 5953–5976 (2021). <https://doi.org/10.1007/s11229-019-02185-x>

Curry, D.C.K., “Of Games and Confrontations”, (invited submission) in *Philosophers in the Classroom*, Hackett Publishing, September 2018.

H. Final Narrative

- In the space below, provide any additional information that would be relevant to this programmatic review. **[Max. 500 words]**

The contributions the philosophy program make to this institution can be put in very stark economic terms: the department offers exceptionally low-cost production of FTE and then adds further value to that production with an enriching and useful major. Our high faculty to student ratio across a wide range of general education courses enhances the overall productivity of the institution, and our major offers substantial value-add at little to no extra cost. Cuts to the philosophy program would worsen, rather than improve, the financial standing of the college as a whole.

Beyond these financial considerations, the philosophy program is integral to the college's mission as a comprehensive liberal arts institution. Philosophy as a discipline has long had a

central role in the liberal arts, due to its prioritizing of logic and critical thinking, its interplay with other disciplines, and the historical importance of the ideas of its major figures. Philosophy on this campus has expanded on that role through its devotion to serving general education and other interdisciplinary programs. We are proud of the large proportion of Potsdam graduates who have been introduced to philosophy through our classes, and confident that our work has enriched and enhanced those students' educations, regardless of their majors.