

The Instructional (Academic Affairs)

Program Review Narrative Report

1. College: Berkeley City College

Discipline, Department or Program: *PHILOSOPHY* (Dept. Arts and Cultural Studies)

Date: November 5, 2012

Members of the Instructional Program Review Team: Dr. Laura Ruberto (Dept. co-chair), Dr. Dylan Eret, Eric Gerlach, and Dr. Elizabeth Wing-Paz

2. Narrative Description of the Discipline, Department or Program:

Department Description:

The Department of Arts and Cultural Studies was formed in Fall 2008 out of a number of pre-existing departments and programs. The reorganization offers a cohesive grouping to inter-related programs, it offers more visibility to the smaller disciplines housed within it, and it promotes students' interdisciplinary perspective on culture, critical theory, and the visual and performing arts. The department is divided into distinct disciplines and programs all within the liberal and applied arts, including: Art History, Communication, Humanities (Film Studies, Religious Studies, Liberal Arts), Music, Philosophy, and Studio Art (Mural Art, Figure Drawing, Painting, etc.). Together these programs all support BCC's overall goals, missions, and ILOs.

Philosophy Discipline Description

The discipline of Philosophy is represented at Berkeley City College by a series of core philosophy courses. These courses are structured as primarily transfer classes and as such focus not only on the major lines of inquiry within philosophical thought (logic, ethics, feminist thought, Greek, Asian, Modern European, etc.), but also on strengthening general educational skills such as critical thinking, student writing, and student study skills. There are both online and brick and mortar courses offered. The courses fulfill GE requirements but also are part of a number of degrees, certificates, and cohort programs (A.A. in Liberal Arts, Global Studies, PACE, and Women's Studies). BCC is also poised to implement the new AA-T, TMC in Philosophy (see attached at the end of this narrative).

There is currently no full-time instructor within the discipline, a dismal state for any general education program at any institution of higher learning. In order to develop the program, reinforce what has already been accomplished by committed part-timers and full-time contract Humanities instructors (who sometimes both teach within Philosophy), a full-time instructor should be hired immediately.

Recommendations

- A full-time contract instructor in Philosophy hired ASAP.
- Implementation of the AA-T in Philosophy by Fall 2013.

3. Curriculum

The Philosophy curriculum is current and effective, reflecting recent trends within the large discipline of the Philosophy and keeping in mind the changing needs of BCC's student body (by for instance, offering more transfer-level courses as well as more distant education sections of courses). See the draft AA-T in philosophy (below) with draft of a Fall 2013 schedule.

We currently offer the following courses on a rotation—so that even during a tight budget with between 4-6 sections of Philosophy offered each semester (and 1-2 over the summer) we are able to offer all the courses at least once every four semesters (and often much more frequently).

Philosophy 1 “Introduction to Philosophy”

Philosophy 2 “Social and Political Philosophy”

Philosophy 10 “Logic”

Philosophy 16 “Buddhist Philosophy”

Philosophy 20A “History of Ancient Greek Philosophy”

Philosophy 20B “History of Modern European Philosophy”

Philosophy 31A Human Values: Ethics (cross-listed with Humanities 30A)

Philosophy 35 “Feminist Philosophy (cross-listed with Women’s Studies 35)

Philosophy 37 “Asian Philosophy”

Philosophy 46 “Philosophy of the Human Experience” (cross listed with Humanities 46)

NOTE TO ABOVE:

ALL COURSES are offered across different times of the day and week, as well as in a combination of brick and mortar, online, and hybrid courses, thus assuring access to the greatest variety of students.

Recommendations

- The Philosophy Program needs the stability and availability of fulltime contract faculty.
- Additional courses developed and offered, especially Symbolic Logic (to complete the AA-T model)

4. Instruction

At BCC, Philosophy is taught using an active learning community model—teaching with student’s diverse learning strategies in mind and aware of making the student an active, engaged learner. Feedback is key to such a learning model and students are frequently asked for ideas and suggestions in order to assess student learning effectiveness.

All faculty are committed to incorporating different mediums (visual, aural, spatial, etc.) into the classroom experiences (It should go without saying that the online courses are all interactive and offer learning across multiple mediums). The “smart” rooms in the new BCC building make it much easier to incorporate new technology and multi-media into the classroom. Teaching at other off-site locations (the “annex” or at UC Berkeley) can make such multi-media use in the classroom challenging.

Some instructors have found that use of other online tools—for instance a blog—is very useful to their students’ success in the classroom.

Multiple sections of the same course are offered at different times of the day/week (as well as through distant education) in order to meet the needs of students with diverse schedules.

Faculty maintain an active dialogue with Philosophy instructors at our sister colleges, especially at Laney College. All instructors are also actively involved with service to the college—from attending department meetings, to sitting on committees, to participating in Title III and other important initiatives.

Moreover, faculty remain active in their respective scholarly disciplines beyond their work at BCC. They are each, as individuals, connected to larger academic communities (both within and beyond community colleges). They frequently attend conferences, present papers, and publish articles. Many of our part-time instructors hold other positions at educational institutions, including teaching at other colleges and universities where they are likewise involved in disciplinary conversations about pedagogy and scholarship.

The program has kept up with the evaluation of part-timers and the prioritized hiring pool.

Recommendations:

- A fulltime, contract instructor is needed to support the existing curriculum and see the program grow. **It is dismal state for any general education program at any institution of higher learning not to have a fulltime philosophy instructor.**
- Philosophy instructors should be encouraged to stay active in their fields and take advantage of any available funding (staff development) to attend discipline-specific conferences or enroll in disciplinary professional associations, etc.
- Philosophy instructors should be encouraged to incorporate new media and new pedagogical methods into their teaching through proper administrative support of such training and implementation.
- Philosophy instructors should be encouraged and supported to meet more regularly in order to exchange ideas and teaching approaches.

5. Student Success:

Review of attached data shows the following trends:

Data shows that we have had the same number of sections over the last three semesters but that STUDENT RETENTION has increased to 79% and STUDENT SUCCESS has remained steady (72%).

Overall PRODUCTIVITY RATES also remain strong—our FTES is well above the 17.5 target. Our courses are impacted—students would like more sections of the courses we currently offer. We never have a problem filling a course.

We have a higher FTES in Philosophy and are more productive in the discipline than every other Peralta school (even Laney!) and yet we do not have a full-time contract faculty.

Approximately 90% of the course outlines and updated have been reviewed in the last 3 years.

Student Learning Outcomes (SLOs) have been written for all courses (see task stream) and assessment has continued (closing the loop, rotating assessment) since Spring 2008. It has been key to have a point person (coordinator) within the department who can help manage and assist with all SLO and assessment issues.

One of our Philosophy adjunct instructors has been working with the Title III committee, and has assessed the ways in which a Philosophy curriculum that remains aware of the need for multicultural appreciation of history and society is key for bolstering African American and Latino student rates of completion. We continue to consider ways this approach can be better implemented throughout our curriculum and instruction.

We are now working on assessing our courses in relation to ILOs.

Recommendations

- Continue having a paid assessment/SLO departmental coordinator
- Work with counselors to better connect students to appropriate courses
- Improve the marketing of the course offerings.
- Continue assessing and closing the loop as well as assessment on the ILO level.

6. Human and Physical Resources (including equipment and facilities)

There is no contract faculty in Philosophy and in any one academic year we usually have 5-7 part-time instructors teach for us. In order to support growth, develop the program and a major, a fulltime contract faculty is needed.

In 2007 the program successfully retained a part-time instructor through Peralta's Faculty Diversity Internship Program; that instructor has gone on to teach for us, help us build our curriculum and serve on the curriculum committee as a representative of our department.

The BCC Library is very supportive of the program with online links and other aids for our classes. However, more philosophy books should be added to the catalogue and a subscription to JSTOR would be beneficial.

As stated earlier the new building has aided the effectiveness of Philosophy teaching, although it is problematic for instructors to teach off-site, due to the lack of adequate technology access.

Recommendations

- Our key staffing issue continues to be the lack of a contract instructor; **we need to add one contract faculty within the next year.**
- All Philosophy courses should be offered in 2050 Center Street unless offsite locations have current technology easily accessible in the classroom.
- We would like to have appropriate philosophy texts available in the BCC library—currently the library has a very minimal philosophy section and this is as a problem as new courses get developed. The library also should be funded adequately so that it can get a subscription to JSTOR.

7. Community Outreach and Articulation

The Program in Philosophy ensures that the curriculum responds to the needs of the constituencies that it serves by keeping into close communication with the four-year public and private universities within our service area. Our students frequently transfer as, for instance, Rhetoric Majors or Philosophy Majors at UC Berkeley. There is no way to track these transfers—the AA-T in Philosophy will help but only in part. Part-time faculty have been instrumental, both in the past and in recent years in broadening the curriculum, keeping course curriculum consistent and adding new, transferable courses.

One part-time instructor has started, with interested students, a Philosophy Club. This club meets regularly and has increased the visibility of the program while also helping to support student learning.

Since the majority of our instructors teach part-time at other colleges and universities, they bring those experiencing to BCC as well.

Recommendations

- Continue to find ways to collaborate and dialogue with four-year universities, community organizations, high schools, and private institutions.
- Implement the AA-T in Philosophy
- Hire a full-time faculty member who can best make these connections to the community.

8. BUDGET-RELATED QUESTIONS:

a. If your department experienced a reduction in resources, describe the impact of that reduction on the overall educational quality of your unit and the College.

Because we had had steady but careful growth in the years prior to budget cuts we have been able to cut sections with minimal impact. We were able to cut sections but keep a diversity of offerings (i.e., juggling daytime and night time and online offerings, create a rotation, etc.). Nevertheless, the impact was felt by students who turn to all of our department's offerings, but especially Philosophy to fulfill certain basic GE requirements as well as AA in Liberal Arts offerings, Global Studies and PACE requirements, etc. –we were not always able to meet those student's needs.

b. How does the department plan to sustain the quality of instruction and/or services offered through your department in the current environment of reduced resource?

We will continue to offer courses on a rotation when necessary and cut multiple sections when necessary. We will advocate for the need for BCC to have its basic GE transfer disciplines all represented by at least one full-time instructor per discipline before expanding other programs or starting new ones (i.e., for careful and steady growth).

c. What does the department recommend that the college do to maintain quality educational programs and services?

- a. Hiring of full-time faculty in each core collegiate discipline which does not currently have a full-time faculty member before further growth of new or existing programs.
- b. Focus on success and retention with AA-Ts
- c. Focus on 4 year institution preparation and transfer skills
- d. Hiring of more dedicated counselors
- e. Hiring of an Academic Dean
- f. Faculty advising with stipend/ release time and training
- g. Sabbaticals for Faculty
- h. Assess interdisciplinary programs for effectiveness
- i. Development of a Transfer committee to oversee specific transfer needs

Philosophy

Associate in Arts Degree (AA-T)*

The courses listed below are the course requirements for the AA-T in Philosophy based on our present course offerings. Students must also complete the IGETC or CSU GE-Breadth Education pattern and elective courses for an additional 42 units. For more information, please contact the Philosophy Program Chair Department Chair, Laura Ruberto, lruberto@peralta.edu. ***NOTE: This AA-T will be vetted very soon by Spring 2013 as a Transfer Model Curriculum template, and will be submitted for approval locally and through CIPD in early Spring 2013 in time for the 2013-2014 year.**

<i>Courses</i>	Required Courses	<i>Units</i>
<u>Required core courses (6 units):</u>		
PHIL 20A	History of Ancient Greek Philosophy	3
PHIL 20B	History of Modern European Philosophy	3
<u>Choose one of the following courses (3 units):</u>		
PHIL 10	Logic	3
PHIL 11*	Symbolic Logic (New Course for AA-T)	3
<u>Choose one of the following courses (3 units):</u>		
PHIL 1	Introduction to Philosophy	3
HUM30A/PHIL 31A	Human Values/Ethics	3
<u>Choose two of the following courses (6 units):</u>		
PHIL 2	Social and Political Philosophy	3
PHIL 16	Buddhist Philosophy	3
PHIL 35	Feminist Philosophy	3
PHIL 37	Introduction to Asian Philosophy	3
PHIL 46	Philosophy of the Human Experience	3
HUMAN 30B	Human Values/Aesthetics	3
HUMAN 40	Religions of the World	3
Total Minimum Required Units for Major: 18		

FALL 2013 SCHEDULE DRAFT FOR PHILOSOPHY

AM	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8:00 am - 9:00 am start						
9:00 am – 10:00 am start	Phil 1 9:30-10:45 HUM 30A 10-11:15	Phil 20A 11-12:15	Phil 1 9:30-10:45 HUM 30A 10-11:15	Phil 20A 11-12:15	Phil 37 9-noon	
11:00 start						

1:00 - 2:00 Start		HUM 40 1:15-2:30		HUM 40 1:15-2:30	Phil 10 1-4pm	
2:00 – 3:00 start						
4:00 - 5:00 start						

6:00 – 7:00 start		HUM30A 6:30-9:30		Phil 20B 6:30-9:20		
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ONLINE Offerings: Phil 1; HUM 40

