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The Department of Philosophy was established in 1967 with 7 in-rank faculty. This number increased to 10 by 1972, reached a high of 12 in 1999, and now stands at an all-time low of 6. An M.A. program was added to the original B.A. in 2000.

Department faculty members have established national or international reputations. Their work appears in the most prestigious journals, and their books are published by leading presses. They serve on national committees, review for granting agencies, hold offices in national organizations, and edit or sit on the boards of journals. Their publications have helped shape the discussion in a variety of fields. Their expertise is reflected in their teaching and in their contributions to the communities of which they are a part.

The faculty are working philosophers--people engaged in framing and offering original answers to philosophical issues. The department is not restricted to presenting and interpreting the ideas of the past. Hence, as an analogy, the faculty in their work are more like physicists than like historians of physics.

### **Mission and Purpose**

The Department is committed to the three traditional aims of a university: To preserve, increase, and transmit knowledge and understanding through teaching, research, and service. This mission thus supports that of the University of Missouri-St. Louis. The department meets the diverse needs of the metropolitan area by teaching traditional and nontraditional students in both undergraduate and graduate programs so that these students are prepared to provide leadership in the health professions, the liberal and fine arts, science and technology, and metropolitan affairs such as business, education and public policy. Research by members of the Department advance knowledge in ethics, logic, and the history of ideas, as well as contribute to the understanding of the character of the natural and social sciences, medicine, art, education, government, and the criminal justice system. Through outreach and public service, the faculty contribute to the public discussion of significant issues and assist in resolving conflicts and solving problems both nationally and in the metropolitan area. In these ways, the mission of the department mirrors both the campus strategic plan and the University of Missouri's aim to develop a "learner-centered research university."

### **Goals of the Undergraduate Programs**

1. The program for the major in Philosophy provides majors with a comprehensive understanding of significant philosophical issues in core areas of the subject as well as a broad grounding in the history of philosophy and an introduction to interdisciplinary connections with the subject. We aim to provide our undergraduate majors with a grounding sufficient to enter a competitive graduate program should they choose.
2. The double major program is intended provide students with a similarly broad understanding in philosophy, but with a special emphasis on interdisciplinary connections. The goal of the program is to provide the analytic, critical and logical skills of a sound philosophical training for those who may also be specializing in another field or profession.
3. The minor is essentially a way of acknowledging the special emphasis that students majoring in another subject have made on their philosophical studies. There are no particular area goals, and the purpose of the minor may be fulfilled by concentration in one or more subdisciplines.

4. The Philosophy Department is participating in the development of certificate programs in technical writing, bioethics, and health informatics. The purpose of these programs is to provide professional certification to students with very diverse educational specializations. This is an important way in which the department can contribute to the university's mission of nurturing leadership in healthcare and technological professions.

#### Goals of the Graduate Program

1. Provide advanced instruction in the central areas of philosophical inquiry, including current issues and approaches;
2. Prepare students seeking additional advanced work in philosophy to enter competitive graduate programs;
3. Meet the needs of those working in areas (e.g. economics, psychology) in which philosophical training is especially valuable.

#### Instructional Goals

In addition to the specific goals of the various degree and certificate programs, the department identifies a number of general goals for philosophy instruction for all those taking its courses, whether for some specific program or as an elective.

1. Provide students the opportunity to become familiar with the perennial and current concerns of the Western and other philosophical traditions. Comment: Philosophers have framed fundamental questions about the basis of morality, foundations of law and government, rules of reasoning, and the nature of science, then provided reasoned answers to them. Students should be introduced to these questions and to the best answers. Also, students should be encouraged to engage these questions and answers to develop their own philosophical skills. We aim to produce active inquirers.
2. Provide training in critical analysis and reasoning. Comment: This means engaging students in Socratic dialogue to prepare them to examine critically their own beliefs and demand everyone meet a high standard of rigor. Learning to write papers that present arguments is also part of the process.
3. Nurture theoretical understanding of the philosophical background to a variety of other disciplines. Comment: We aim to give serious and rigorous instruction in a variety of fields of professional ethics including business ethics, medical ethics, computer and media ethics, with the goal of nurturing an ethical approach to all the professions among the regional leaders that the university seeks to train. We aim to offer the most comprehensive undergraduate training in formal logic for specialists in the formal sciences such as mathematics and computer science. We offer education in the philosophy of science to students right across the sciences, with particular emphasis on providing course content that meets the requirements of the state certification in unified science for high school teachers.

## Research Goals

The department is strongly committed to furthering the aims of philosophical inquiry. This characteristically involves engaging in the on-going philosophical discussions by publication and by participation in professional meetings and organizations. Goals must be seen in this context.

1. Provide opportunities and promote a congenial environment for conducting significant research in various fields of philosophy and related interdisciplinary areas (e.g. cognitive science, decision analysis, medical reasoning);
2. Participate in interdisciplinary endeavors within the university and the community to bring to bear the methods, insights, and concerns, of contemporary philosophy;
3. Advance philosophical knowledge and understanding through participation in professional associations, publication of books and articles, and the use of other modes of exchanging ideas.

## Service Goals

The service commitments of the department are in keeping with its research aims and the expertise of its members.

1. Serve on editorial boards of journals;
2. Serve as Ethicist or ethical consultant on medical and scientific research boards;
3. Referee for journals, associations, publishers, and granting agencies;
4. Hold office in professional organizations;
5. Organize programs and conferences to benefit both professionals and the public;
6. Address issues of public concern in the media and at public meetings, serving as a “public intellectual” with respect to such issues of policy and opinion as, for example, stem cell technology, creationism and evolutionary theory, and organ transplantation;
7. Share responsibility for governance by serving on campus and university-wide committees and governing bodies (e.g. Faculty Senate, Tenure and Promotion Committee, Curriculum Committee, Research Board).

## Goals in Relation to Other Programs

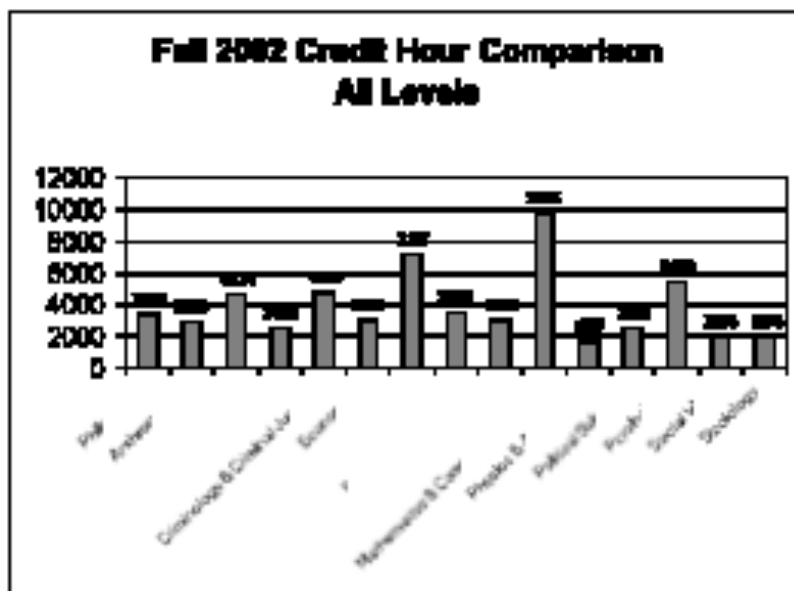
1. Meet the needs of students in other departments and programs (e.g. Biology, Engineering, and Criminology) and Colleges (e.g. Business, Education, Nursing) by providing courses that address philosophical issues specific to their disciplines;
2. Provide advanced graduate students in other disciplines with instructions relevant to their disciplines (e.g. Advanced Formal Logic for Mathematics; Media Ethics for Communications).

## Instructional Programs

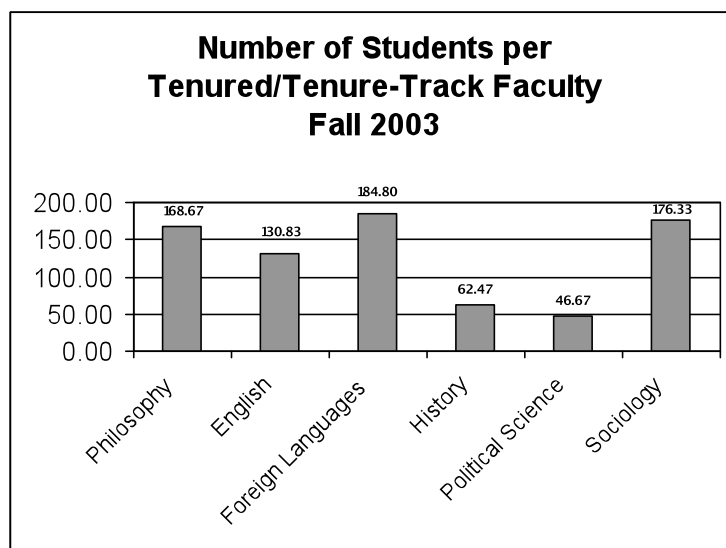
The department offers an undergraduate major, double major, and minor programs for the B.A. and a graduate program for the M.A.

### Undergraduate Instruction

- **Our program strengths contribute to the health of the regional economy.** Program concentrations in ethics (particularly biomedical and business ethics), philosophy of science and the philosophy of medicine contribute to the development of a reflective and ethical leadership in the region's most important businesses including healthcare, bio-development, and technology.
- **Our courses are well integrated into the general curriculum.** Other fields with which our classes are cross-listed include: Art, Business, Education, Engineering, Gerontology, Nursing, Honors, Criminology and Criminal Justice, Mathematics/Computer Science, Political Science, Women's and Gender Studies, and Communication.
- **Our credit hours are high.** Although we have only about three dozen majors, our disciplinary-relevant courses bring in many students. At over 3400 credit hours in 2002, Philosophy produced more SCHs than Economics, Political Science, History, or Social Work. Indeed, the Philosophy Department produced more SCH per regular faculty than any other department in Arts and Sciences.



- **Interaction between faculty and students is positive.** The department conducted a Student Engagement in Philosophy in all its classes during the same week in the Fall semester. The results were particularly gratifying. The complete results are in Appendix B, but an especially important finding was that 99% of students surveyed indicated that they believed that their instructor would be willing to spend time talking with them, whether or not they had approached their instructor. Philosophy faculty are perceived as being approachable and ready to help.



- **The department as a whole has adopted MyGateway.** A number of faculty have used the site for comprehensive instructional purposes in introductory level courses (e.g. online quizzes and lecture notes, as well as links to online text resources). The site is also used as the platform for online courses – Formal Logic and Business Ethics – as well as a Philosophy of Science course taught partly online that is aimed primarily at high school science teachers seeking state certification in unified science education.
- **The department has gone beyond MyGateway, pioneering the use of video-instructional (VIP) courses and online courses.** For more than fifteen years we have offered Significant Figures in Philosophy or Philosophy and the Arts as VIP courses. We have offered web-based courses almost as long. Indeed, the department pioneered such courses, offering the first ever to be offered in Arts and Sciences. Formal Logic was the first developed about five years ago, and Business Ethics has been offered for the last two years. Whatever the mode of delivery, all our courses have had solid enrollments at 30+ students per section. With more resources, we would be able to reach even more students.
- **A shortage of faculty impairs our ability to connect with students.** The ratio of students taught to regular faculty is an appalling 169:1 (compared to the more typical 46:1 for political science). While the Student Engagement with Philosophy Survey shows that the faculty is perceived by students as available and helpful, we know that we could provide students with a better educational experience if we could teach them in smaller classes and arrange to spend more time with them individually.

## Graduate Instruction

Graduate instruction is a small but very important part of our department's responsibilities. It provides students, many place-bound, with the chance to study with accomplished philosophers. It gives the faculty and opportunity to deal with issues at a more advanced level than is possible in most undergraduate courses. The program, though new, has been a resounding success so far.

- **The M.A. program is placed third in the nation.** Offered only since 2000, our M.A. program is ranked third in the country by the Philosophical Gourmet Report, the only nationally recognized appraisal of philosophy programs.
- **M.A. graduates have been successful.** For instance, our strongest student last year was accepted by, among other schools, the University of Arizona and University of North Carolina-Chapel Hill both top ten Ph.D. programs. In addition, those who have graduated and wanted to stay in the St. Louis area have obtained permanent teaching jobs at community colleges and entered doctoral programs at St. Louis University (the Health Care Ethics Ph.D.) and at Washington University (philosophy Ph.D.).
- **The program has a national scope.** We receive inquiries and applicants from all over the country (we also received an application from Argentina) and inquiries from several other countries. We consistently enroll about six new students each year.
- **A lack of funding prevents many strong applicants from entering the program.** Competing M.A. programs offer applicants financial assistance in the form of tuition remission, teaching assistantships, and fellowships. The quantity and quality of our students would be better if we were financially more competitive. We can now fund no more than six one-semester TA positions, and 2 of those must be for the summer. We have less support for students than any other graduate program. (Indeed, this is the first year that we have had any support.)
- **A shortage of faculty poses risks to the program.** We lack faculty to teach in-depth and wide-ranging material in metaphysics, philosophy of language, philosophy of mind, or classical philosophy. The problem is not merely an inability to offer a well-rounded education, but it is a potential inability even to offer the M.A. program. If we lose any more tenured or tenure-track faculty, bringing us down to five or fewer members, we doubt we could in good conscience continue to offer the MA.

## Faculty and Research

### Professors

Ronald Munson (Ph.D., Columbia)  
 Stephanie A. Ross (Ph.D., Harvard)  
 Paul A. Roth (Ph.D., University of Chicago)

### Associate Professors

Thaddeus Metz (Ph.D., Cornell)

Assistant Professors

Jon McGinnis (Ph.D., University of Pennsylvania)

Eric Wiland (Ph.D., University of Chicago)

Lecturers

Andrew Black (Ph.D., University of Massachusetts, Amherst)

David Griesedieck (M.A., Princeton)

Adjuncts (Non-regular, supported by soft money subject to ad hoc approval)

James Buickerood (Ph.D., Rutgers)

Kim Maricic (Ph.D., Washington University)

- **The number of in-rank faculty is now half the number of the last review in 1999, dropping from 12 to 6.**
- **Senior faculty left for several reasons: 3 took other jobs; 4 retired; 1 took disability. Promised replacements have not been forthcoming.**

## Regular Faculty Development, Assessment, and Involvement

The Department of Philosophy has a record perhaps unmatched by any other comparable unit on campus in terms of its success in mentoring its junior faculty. Every one of its three junior faculty (one recently tenured) secured UM Research Board awards. Also, Jon McGinnis has been awarded a very prestigious and highly competitive NEH Fellowship for AY 2004-5. The Department achieves this impressive result by working closely with junior faculty, reading and commenting on drafts of their papers and grant applications.

The Department predicates assignment of teaching load on research productivity and service activities. It considers a normal teaching load for a faculty member active in research who teaches graduate courses to be 2/2. It is standard for each faculty member to receive a written annual performance evaluation and a general evaluation of productivity vis-à-vis teaching load every three years. All in-rank faculty have very active research and publication records, and so all have a standing 2/2 assignment.

The Department holds an integral place not only in professional niches occupied by its faculty, but also in the campus and metropolitan community. It teaches courses at the undergraduate and graduate levels for: Art and Art History, Biology, Business, Communication, Criminology and Criminal Justice, Education, Engineering, Gerontology, Mathematics, and Nursing. It shares existing or proposed courses with English, Economics, and Political Science. The department also teaches a number of courses, at

both the introductory and the advanced level, in the Honors College. Indeed, it has complete responsibility for teaching Critical Analysis, which is required of all first-year students.

A cursory glance at the CVs of the in-rank faculty reveals that they are very active in professional organizations and presentations. Our faculty serve on the editorial boards of journals, National Institutes of Health and National Cancer Institute committees, and hold positions in professional organizations. Some serve on panels for granting agencies and all as referees for journals and university presses. The department and its faculty are known and respected in the philosophical community and beyond. The department holds itself to a high standard, and these expectations are known and shared by all its members.



The department has no special resources to devote to faculty development at any level. The chronic inability of the campus to provide reliable and significant travel funds is partially offset by the system-wide policy of making funds available to support research. We school our faculty to be aggressive in the pursuit of available research support, and the record shows that faculty in the department have had considerable success in securing Research Board grants, as well as local small grants for travel and summer research. Indeed, all in-rank faculty members have received funding in the competitive process sponsored by the university-wide Research Board. The CVs of the faculty show that they have also secured funding and support from such national competitive sources as National Endowment for the Humanities.

#### Non-regular Faculty Development, Assessment, and Involvement

The department now has four full-time non-regular faculty members. Two are supported by rate money, but the other two are supported by soft money on a semester-by-semester basis. Each is an active member of the department. The standard workload for these faculty members is 4/4 and they teach some of the most important courses for the department, including Major Questions in Philosophy, Asian Philosophy, Formal and Advanced Formal Logic, Philosophy of Science, almost all courses in the history of philosophy other than Ancient and Medieval Philosophy, as well as upper-level courses and graduate courses. Some are also active in department and university service. Andrew Black is currently Director of Undergraduate Studies for the department, and Black and David Griesedieck form the core of the department's Curriculum Committee. Some of the non-regular faculty also have a successful record in research and publication, even though not a required part of their workload. James Buickerood is the founder and editor of an important new scholarly journal, *Eighteenth Century Thought* and regularly publishes in the area of his expertise. David Griesedieck is the author of a well-reviewed text on Asian philosophy. Andrew Black is a co-author of the fourth edition of *The Elements of Reasoning* (Wadsworth 2004) and, with encouragement from Longman's, is working on a philosophy of science textbook for high school science teachers.

These non-regular faculty members have become essential to the running of the department and perform an invaluable service for lamentably low reward. Assessment essentially runs in conjunction with the assessment of regular faculty (annual review of progress and contribution), but there is little by way of mechanism for promotion or career enhancement. The university's dependency on these highly qualified and able instructors needs to be addressed.

Non-regular full-time faculty members are eligible for campus and system research and development award competitions. Andrew Black recently completed a semester long development leave in which he concentrated on the history and philosophy of medicine – a growing strength in the department.

#### **Administrative Structure and Governance**

The executive officer of the department is the Chair, who is elected every three years. Elected committees oversee most of the business of the department. Course offerings and scheduling are determined by a Curriculum Committee, and a Colloquium Committee arranges for talks during the year. A Director of Undergraduate Studies and a Director of Graduate Studies deal with issues connected with the respective programs. The size of the department makes representation unnecessary, and most policy decisions are made at meetings of all full-time regular and non-regular members of the department.

All regular faculty were involved in the preparation of this review. The opinions of undergraduates on a variety of relevant issues were solicited by a questionnaire administered during the same week in all undergraduate classes (see Appendix B). The views of graduate students were elicited by the Director of Graduate Studies. All stakeholders were participants.

### **Students: The Undergraduate Program**

The department offers a wide diversity of courses that appeal to the general undergraduate population. Since few students have any background in philosophy from high school, these large general education courses are the main source for attracting students to the undergraduate major, double major and minor. Additionally, as part of an effort conducted across the College of Arts and Sciences, people who indicate philosophy as part of their interest in admission to the university are contacted by mail, with an invitation to follow up through telephone, email, or a campus visit.

The department has become a particularly friendly place for undergraduate major since the inception of the M.A. program. Masters students have made a concerted and successful effort to incorporate undergraduate majors into extracurricular activities both of an intellectual and social nature. The provision of a comfortable common space for students within the department would greatly enhance the community aspect of the department.

The undergraduate degree programs are directed at three distinct constituencies. The major is primarily intended for those who do not see their degree as a professional certification, but rather seek a comprehensive and deep understanding of the oldest part of our intellectual tradition. The philosophy major should

1. grasp thoroughly the distinctions among the core areas of philosophy; know the history of the subject in its broad outlines from the early Greek philosophers to the present day and have deeper acquaintance with methods of historical study in some particular area;
2. be trained in the proof procedures of modern mathematical logic and understand their importance for philosophy;
3. understand the connection between philosophy and other disciplines through taking at least one course in this part of the curriculum,
4. recognize the importance of non-western traditions to a complete philosophical education;
5. be capable of sustained research on a philosophical topic leading to the writing of a scholarly paper that is fully annotated and documented and addresses a live issue in the philosophical community.

A student who successfully completes this program should be competitive in the application procedure for major graduate programs at the national level. The student in the double major should approach the same level of broad knowledge of the subject, but may sacrifice some of the depth of concentration in history of philosophy and core areas in exchange for a focus on interdisciplinary aspects of the subject. The philosophy minor is a student who has accrued at least 15 credit hours in philosophy. He or she may have concentrated on courses in one area, thus developing a particular depth of understanding narrowly confined, or may have spread the study over a diversity of courses and thereby acquired a good working knowledge of philosophy as an academic pursuit. In all the programs, we in philosophy stress the importance of an open-minded and reflective approach to philosophical ideas. Our

students should understand the diversity of possible answers to philosophical issues rather than just one particular point of view.

The department encourages all students in its programs to meet regularly with the Director of Undergraduate Studies to review progress, address problems, and plan future program decisions. All members of the faculty are active in advising and encouraging students in their courses with respect to course choices in philosophy.

The department has not done as much as it should to encourage undergraduate research beyond that required for specific courses. Nor has it done much to encourage students to engage in interdisciplinary study, study abroad or participate in community projects. Although data is collected on graduates (see appendices), no comprehensive effort at assessing program goals is currently made. Thus, the department might address these issues by the following measures:

1. Faculty should identify particularly strong undergraduate papers and encourage and mentor the authors of these papers in researching and developing them for submission to one of the many undergraduate philosophy conferences;
2. Students with a special interest in an area of professional ethics should be encouraged to seek internships in their area, and the department should institute a concerted effort at identifying and advertising such openings to its students;
3. The department should continue and enhance its already extant efforts at collaborative programs with other departments such as Communications, Criminology and Criminal Justice, and Education;
4. The department should actively promote study-abroad programs that expose students to philosophical study in other countries, and should consider starting its own travel-study program;
5. The department should maintain contacts with graduates from our programs – perhaps with the introduction of an online newsletter – and encourage them to report on their professional successes.

The last three years have seen a significantly higher number of philosophy majors over the number from five years ago. It should be possible to continue the general trend of growth in the number of graduating philosophy majors, double majors and minors by continuing to focus our efforts on practically valuable aspects of the program such as preparation for graduate and professional schools and the interdisciplinary emphasis of professional ethics and the philosophy of science.

The current chronic shortage of faculty in the department compared with five years ago needs to be addressed in order to allow this growth. The department has not been able to make significant strides towards the excellence in applied ethics that was identified as a goal in the last departmental review, because it has not been able to increase its faculty in that area.

The department has also lost and not replaced three senior faculty members with strengths in logic and the philosophy of science – areas that we have identified as central to our mission both within the department and in interdisciplinary collaborations. In applied ethics and the philosophy of science in particular, then, faculty numbers need to be increased to enable the department to achieve its goals for undergraduate education.

## **Students: The Graduate Program**

### Background

The M.A. program began admitting students in January 2000 after several years of energetic planning and negotiation. At first it was intended as a 3-way cooperative program involving UMSL, St. Louis University, and Washington University, but a chancellor newly in place at Washington University re-evaluated all cooperative commitments and Washington University backed out of the arrangement.

### Program Structure

The M.A. program requires 36 hours (12 courses). Distribution requirements mandate that students take at least one course from each of these 4 areas: value theory, history of philosophy, epistemology/metaphysics, philosophy of science/logic. Students may earn their degree through course work alone or opt to write a thesis. Exit requirements include comprehensive exams in two of the four areas mentioned above (plus a thesis defense where relevant). The cooperative component of the program allows students to take up to two (graduate) courses in other UMSL departments and up to four graduate courses at SLU.

### Success

Because of the strength of our faculty, the program was nationally ranked (in the Philosophical Gourmet) before we even began admitting students. It still ranked among the top three M.A.-only degree programs nationally. This ranking would surely be rescinded if our loss of senior faculty were taken into account. We have met or exceeded the goals set for the program when it was initially approved.

One of our first graduates is now in a Ph.D. program at the University of Arizona; another has just been admitted to a Ph.D. program in Health Care Ethics at SLU. Five students have graduated from the program, and three more plan to graduate this June. We have approximately 16 full- and part-time students currently enrolled in classes, and we are receiving a steady stream of inquiries and applications for Fall 2004.

### Assessment of Incoming Students

In evaluating incoming students, we look at grades, recommendations, GRE scores, a writing sample, and a statement of purpose. Since our program was designed to welcome students who were not undergraduate philosophy majors, lack of background in the discipline does not tell against applicants. Our students have come to us by many avenues. Some developed a burning undergraduate interest in philosophy; others come to philosophy from religious studies (we have a number of transfers from Covenant Theological Seminary). Still others did prior work in science, social science, or the arts, and now want to do more meta-level or self-conscious examining of the presuppositions of these areas. Provisional admission is used for students who lack all the skills or background we are looking for.

### Support for Students

The department was allotted funds from the Dean last year to award six one-semester teaching assistantships in connection with two telecourses we are obliged to offer each semester. We have also been able to teach a course each Spring in the Honors College, Critical Analysis, using a lecture/discussion section format and twice our graduate students have been TAs here as well.

Unfortunately, the continuation of this course cannot be guaranteed. At best these arrangements pay our students \$2500 plus tuition remission for the semester in which they're employed.

We try to spread these goods around rather than let some few students continue in the paying positions. In addition to the course-related opportunities just mentioned, one graduate student is hired as the assistant to Stephanie Ross in her capacity as Book Review Editor for the Journal of Aesthetics and Art Criticism.

- **Despite all the strengths noted above, we lose many prospective students, especially those coming from out of state, to competing M.A.-only programs that can offer much more generous financial aid.**

### Progress through the Program

There is no one specified path beyond the distribution requirements noted above. Students are encouraged to choose an advisor in their area of special interest. We communicate about upcoming course opportunities, comprehensive exam study groups, colloquia, and so on, through a grad student e-mail list. We have started a tradition of offering a graduate-only reading course each summer that meets seminar-style.

In the past year, we have been enjoying having a **critical mass** of M.A. students in place. Students are taking initiatives in forming study groups, and they are a noticeable presence when departmental colloquia bring visiting philosophers to campus to give papers. They are also arranging social opportunities for students and/or students and faculty to meet on campus for a weekly lunch and off campus at various nightspots. All of this indicates **good morale** within the program.

Nonetheless, our program is **at risk**.

### Program Needs

Our M.A. program has exceeded expectations. Still, it is at risk due to loss of faculty positions and resulting inability to cover all the areas of the curriculum. We have lost four senior faculty since the inauguration of the M.A. program: Lynn Hankinson-Nelson, Robert Gordon, Lawrence Davis, and J. Piers Rawling. Other faculty are seeking to flee the UM system.

We have had serious internal discussions about whether to suspend admission if we sustain even one more loss. The Dean of Arts and Sciences supports both the Department and the Graduate Program and has endorsed the department's request for at least two tenure-track positions. So far, however, the department has received no positions, although other departments and programs have been authorized to make new hires.

- **We need permission to search for two junior positions in the coming year, plus a guarantee that additional losses of senior faculty will be replaced at the rate of two junior positions for each senior loss.**

### Research and Scholarship

The M.A. program has, since its inception, been highly nationally ranked by the *Philosophical Gourmet*, also known as the Leiter Report (see above). Like the *U.S. News and World Report* rankings of

colleges and programs, the Leiter report has become the de facto standard by which to judge graduate programs in philosophy. The department's program is ranked, on the basis of the quality of its faculty, in third place, with Tufts occupying the top position. More details can be found on the report's web site: <http://www.philosophicalgourmet.com/default.asp>

- **The UMSL Department of Philosophy stands as the sole philosophy department in Missouri, public or private, to be nationally ranked.**
- **Even though lacking the resources available to the other graduate departments in this state, the UMSL department nonetheless achieved this unique stature. How long the department can maintain its stature without the replacement of faculty is a pressing question.**
- **The UMSL Department of Philosophy has the only philosophy faculty members in the state to have been awarded directorships of an NEH Summer Institute and an NEH Summer Seminar.**
- **Assistant Professor Jon McGinnis is the only philosophy department member in the state to have been awarded an NEH Faculty Fellowship for 2004-2005.**

Since the last review in 1999, the productivity of the department has remained high. The raw data below does **not** include publications by those members who left the department between 1999 and 2004. The department scorecard of refereed publications is as follows:

**Articles and book chapters: 51**

**Articles, book chapters accepted: 11**

**Encyclopedia entries, reviews, short works (published or forthcoming): 25**

**Books (published only): 4**

**Anthologies, edited works (published or forthcoming): 8**

Although small by almost any standard, the faculty has achieved national and international recognition for its work. The three remaining Professors in the department – Munson, Ross, and Roth – each has significant standing in their respective subfields: bioethics and philosophy of medicine, aesthetics, and philosophy of social science. Munson's *Raising the Dead: Organ Transplants, Ethics, and Society* (Oxford 2002) was chosen a "Best Book in Science in Medicine" (2002) by the National Library Association, and his *Intervention and Reflection* is the most widely used medical ethics text in the United States. He serves as Medical Ethicist for the National Cancer Institute and the National Eye Institute, is the author of the "Organ Transplants" chapter in the *Oxford Handbook of Bioethics*, and is regularly consulted by the national media (New York Times, ABC, etc.) on topics in medical ethics. Ross is Book Review Editor for the leading journal in her field, *The Journal of Aesthetics and Art Criticism*, and she has also served as an officer in the national association in aesthetics. Her work on the aesthetics of gardens is internationally known, and she is part of a new movement to view gardens as works of art. Roth wrote for and co-edited the Guidebook on the Philosophy of the Social Sciences for the Blackwell series. He also co-organizes the world's leading annual conference in his field, the St. Louis Philosophy of Social Science Roundtable. He serves on the editorial board of two journals and is internationally recognized for this work in philosophy of social science.

Munson's work in medical ethics has made him a figure of particular prominence in the St. Louis community. He is often called upon to advise and lecture at the Washington University Medical School, do interviews with local media, and give talks at public meetings dealing with issues like cloning, stem cells, and gene therapy.

The three junior members of the department (including our just-tenured associate professor, Thad Metz) have already started to make significant professional marks. Again, the only NEH awards given in the last several years to any philosophy department in Missouri have gone to members of the UMSL department. Jon McGinnis has achieved international recognition for his work on medieval Islamic philosophy. Thad Metz received letters of support for his tenure case from scholars at Oxford, Yale, and University of North Carolina-Chapel Hill who uniformly lauded his work on the meaning of life. Eric Wiland publishes regularly in some of the most selective ethics journals in the world, ones with rejection rates of more than ninety percent. The number of faculty in the department has dwindled, but those that remain have remained impressively active and productive.

Not included in the scorecard totals above are works by the full-time Lecturers (or Affiliate Assistant Professors, for those with a Ph.D.) in the department. James Buickerood founded and edits *Eighteenth-Century Thought*, which was nominated for a prize for the best new journal last year. As his CV indicates, he has also been a prolific publisher in his academic niche. His numerous encyclopedia entries and related items testify to his standing in that area. Likewise, David Griesedieck has published his own text in Asian philosophy, which is widely marketed. Indeed, the current corps of lecturers in the department would probably rank well in terms of publications and level of academic attainment with most small departments in this country. Andrew Black is an expert on Cartesian philosophy and has published on both Descartes and Malebranche in leading international journals. He also collaborated with Munson on a revision of an introductory logic book, and is developing an introductory book on the philosophy of science for high school science teachers.

- **The Department of Philosophy comprises extraordinarily talented, productive, and prominent faculty at every level.**

### **Funding, Resources, and Future Needs**

Within the means available to a humanities department, the UMSL Philosophy Department has been as aggressive and resourceful as could be in its attempts to secure funds to foster research. A cursory review of CVs reveals that almost all department members have applied for and received funds at the campus, system, and national levels.

- The years of cutbacks suffered by the department, the campus and the system have taken their toll. **Most obviously, salaries for the junior faculty have fallen below entry level in the field.** The department will continue to lose faculty if this situation cannot be quickly addressed.
- The department lacks funds for purposes of maintaining a colloquium series. This leads to intellectual isolation, especially inasmuch as no funds are available to support travel to meetings.
- **Without a commitment of positions and resources to the department, the UMSL department could cease to exist in the near future.**

UM-Rolla no longer has a philosophy department. The UM-Kansas City department has six faculty, three of whom are at or near retirement age. Once a flourishing department with an M.A. program, it received no replacements when faculty left. The UM-Columbia department, despite having been given additional positions and having the only Ph.D. program in the state system, continues to be largely unrecognized and undistinguished at the national level.

By any standard, the UMSL Department of Philosophy hired better, published more, and achieved greater recognition than any other department in the system. For this achievement, it has only been ignored and allowed to decline. If the campus does not respond quickly to the obvious needs, the years of effort invested by many to establish an outstanding reputation for the department and the campus will have been wasted. While the accomplishments of individuals will stand, the hard-won prizes they handed to the university will be thrown away as worthless trinkets. If this happens, the campus will at last get what it deserved all along.

## **Funding**

### Activity for the Past Five Years

Members of the Department of Philosophy have been vigorous and creative in their pursuit of research funding the past five years, as the following figures clearly witness. The figures are based upon the activity of ten (10) in-rank faculty members in the Department, some of whom are no longer here. At any given time during the past five years eight faculty were active, and for more than half of the period six were active. During this time \$750,958 in the form of grants, fellowships, stipends, travel costs and similar funds was sought from internal sources and numerous prestigious external agencies, such as the National Endowment for the Humanities, the Clark Art Institute, the Spencer Foundation, the ACLS/Burkhardt Fellowship, the Mellon Fellowship and the National Academy of Education. Of the funds sought Departmental members were awarded \$417,535, with \$79,115 in grant requests still pending. From the funds awarded \$257,600 came from external funding agencies, \$102,610 from the UM System, and \$57,325 from the University of Missouri-St. Louis. If one subtracts the amount of funds still pending from the overall amount sought, the \$417,535 actually obtained by Department members represents a slightly better than 62% success rate overall. Thus, to summarize the most salient points of the past five years' funding activity for the Department of Philosophy:

**\$750,958 were sought in the form of grants, fellowships, etc.**

**\$417,535 were awarded to Departmental members.**

**The Department has a 62% success rate in acquiring funds.**

### Scholarly Results of Funding

The most significant incentive offered by the Department to support scholarship through funding is to allow research leaves. During the past five years, seven in-rank faculty members have been on research leave for a total of eleven semesters.

The uninterrupted research time provided by these grants and fellowships has given rise to significant scholarship by faculty members during the time of the survey. The Department uses the number of articles, books and the like produced by its faculty to evaluate how successfully the funding efforts have led to scholarship. Thus, the funding has either directly or indirectly led to 74 refereed articles or book chapters, 9 books and 55 professional papers presented at national and international conferences by departmental members. Likewise, it has allowed the Department to host a National Endowment for the Humanities Summer Seminar for College Teachers. Thus, to summarize the most salient points of the Department's scholarship made possible through research leaves:



7 philosophy faculty have been on 11 semesters of research leave

Scholarly output in part made possible through research leaves:

- 74 refereed articles or book chapters;
- 9 books;
- 55 professional papers presented;
- 1 NEH Summer Seminar.

#### Needs for the Next Five Years

Ironically, the success of the Department in acquiring research funds has produced a situation in which students often do not receive the advantage of faculty scholarship. When a faculty member is on research leave, adjuncts are employed to teach her or his classes. This problem may be addressed either by reducing the grants and fellowships sought by the Department, which is an undesirable option, or by hiring more in-rank faculty. While this second option will cost more, some of this cost will be offset by the funds that the Department has shown itself capable of securing. Thus, the Department's most pressing funding need in the next five years is to hire more in-rank faculty.

#### **Five-Year Plan**

##### Instructional goals

Despite dwindling faculty, the department has successfully grown the numbers of students in its programs. A reasonable goal for the undergraduate program is to seek to maintain about twelve to fifteen majors and double majors in each of the Junior and Senior classes and to attempt to increase the number of First Year and Sophomore majors by increased outreach. In the M.A. program, we have identified a need for an incoming class of ten to twelve new students each year in order to maintain the viability of the program. Now in its third year, the program is approaching this enrollment goal. With resources, we could go beyond it.

The department sees a need to tailor its programs to the wider needs of the university and the region. This means placing an instructional emphasis and establishing excellence in applied ethics, philosophy of science and medicine, and a variety of strengths in philosophical foundations of other disciplines, such as computer science. We are actively developing certificate programs in technical communication (with English) and bioethics, the purpose of which is to provide professional certification for people with a variety of educational backgrounds. The department will continue to explore ways in which it can develop such programs that can have a professional and economic impact in the region and nationally.

##### Research goals

The department seeks to give foundation to its instructional programs through a highly qualified, active and nationally recognized research faculty. Current research strengths in the department include ethics, philosophy of science and medicine, and the history of philosophy. Given the small size of the department, we are best served by trying to enhance these areas of research excellence. The department expects to continue and grow its national reputation for high quality scholarly research.

## Service goals

The identified instructional and research strengths of the department should mean that its faculty is well placed to contribute to local, regional and national committees in applied ethics and technology. The department will seek to increase its contribution to state-wide needs in areas such as the education of science teachers and ethics advisors.

## Outlook

The only realistic goal without even partial replacement of lost faculty members is to continue operations at the present (unsatisfactory) level. This will be a struggle. Fewer faculty members are now teaching more students in larger classes, the variety of course offerings is less, and fewer specialized classes are offered. M.A. students cannot count on graduate courses and must rely on being piggybacked onto undergraduate classes or given special readings by willing (and uncompensated) faculty. If the M.A. program is to be able to establish its target enrollment for continued viability, more qualified faculty need to be available to teach the specialized small-enrollment graduate classes this will take.

Given few resources and despite the odds, the Philosophy Department succeeded in establishing a national reputation and attracting faculty of talent and accomplishment. The university and its students have benefited, but now the department is teetering on the edge of dissolution. Having lost faculty to other universities and to retirement, we face the threat of losing more. Before five years are up, the department may be left with no more than three or four in-rank faculty. It will be impossible to come anywhere near achieving our goals if this happens. What was a first-rate research and teaching department may become a service department staffed predominately by instructors and part-time adjuncts.

## Needs

The department needs at least two appointments (total cost of about \$120,000) to halt this slide. Provided with resources, the following could be attempted:

1. Increase the size of the M.A. program. From the present enrollment of 16 students, it could easily be doubled within two years. Not including faculty positions, this would require the funding of at least ten assistantships or fellowships at a cost of \$50,000.
2. Initiate the Center for the Public Understanding of Science by starting the Program in Genethics. This would involve institutions and industries in the St. Louis region that engage in genetic research. The Program would also be able to offer a Certificate in Bioethics. The detailed proposal for this calls for a senior faculty member, two junior members, and two GTAs for a total of \$225,000.

Finally, and more modestly, to continue to foster a community environment in our flourishing graduate and undergraduate programs, and to increase student contact with faculty, a space should be identified and set aside as a Philosophy common room. Giving students access to the faculty and to other students is a key element in student retention and satisfaction. It is also a crucial element in education.

## **APPENDICES**

## APPENDIX A: Curriculum Vitarum







































































































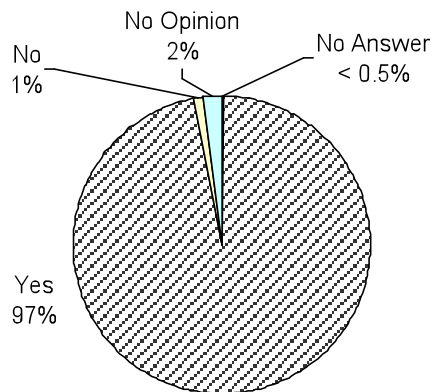




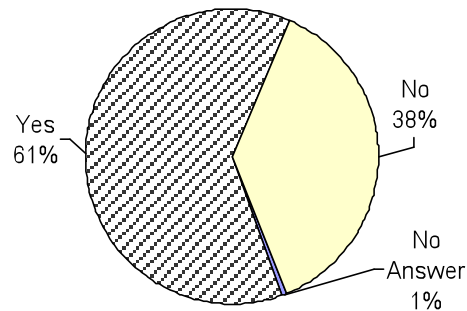
## APPENDIX B: Survey of Student Engagement

## STUDENT ENGAGEMENT IN PHILOSOPHY COURSES

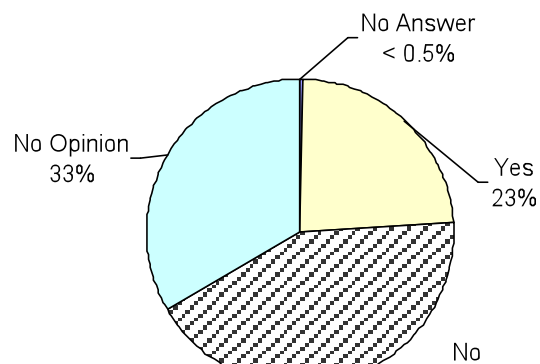
1. Have you had any personal contact (e.g. conversation before or after class, e-mail exchange, discussion in office) with your instructor so far this semester?  
a. yes      b. no



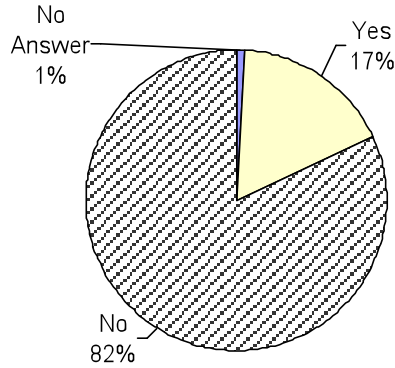
2. Do you feel that if you wanted to talk to your instructor she/he would be willing?  
a. yes      b. no      c. no opinion



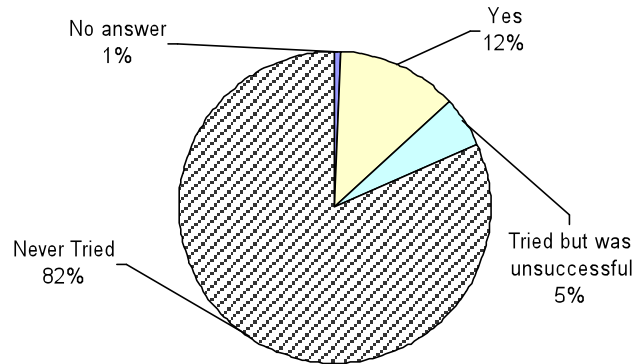
3. Would you like your instructor to arrange a meeting with you at some time in the semester to discuss your work during office hours?  
a. yes      b. no      c. no opinion



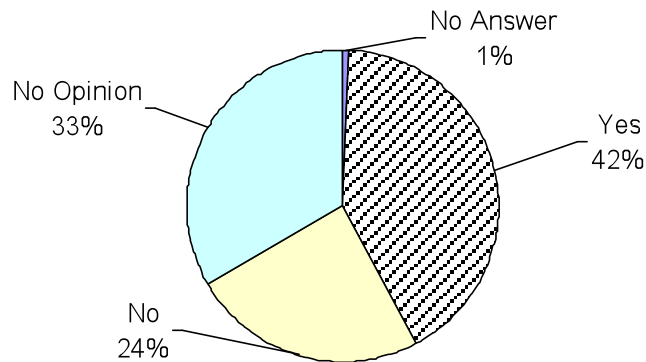
4. Have you tried to talk with your instructor during office hours?  
 a. yes            b. no



5. Have you ever arranged to meet with your instructor at a time convenient for both of you?  
 a. yes    b. tried but was unsuccessful    c. never tried

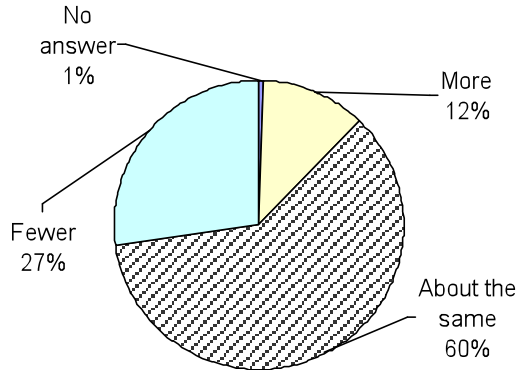


6. In classes in which My Gateway is used, do you think its use has deepened your engagement with your instructor and other students?  
 a. yes            b. no            c. no opinion



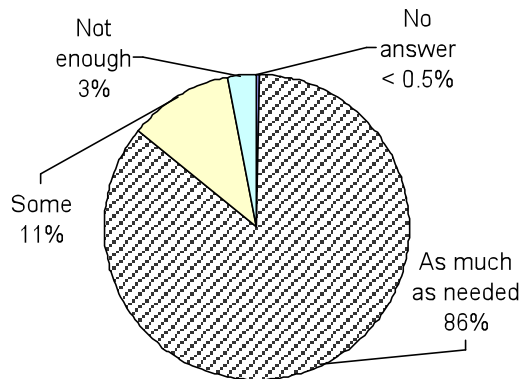
7. How does the number of papers or other written assignments (e.g., exercises) in this course compare with other courses at the same level you are taking or have taken?

- a. more                      b. about the same                      c. fewer



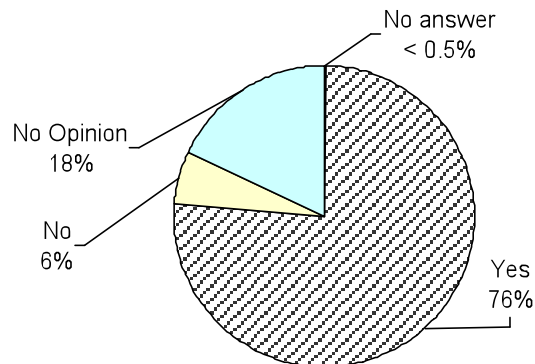
8. How much opportunity do you have to ask questions or participate in discussion in this class?

- a. as much as needed                      b. some                      c. not enough

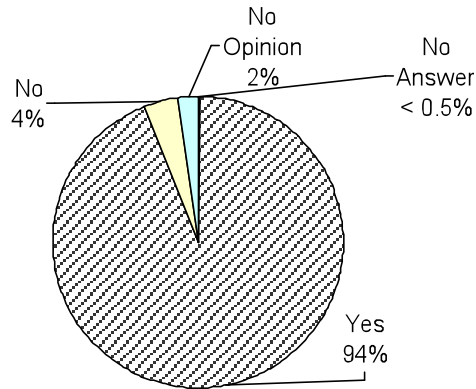


9. Do you think your instructor would be willing to advise you about your academic program or about taking some other course?

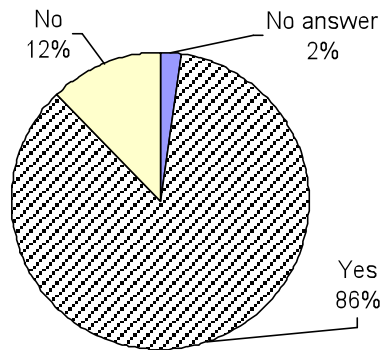
- a. yes                      b. no                      c. no opinion



10. Does your instructor seem engaged with this class?  
 a. yes b. no c. no opinion

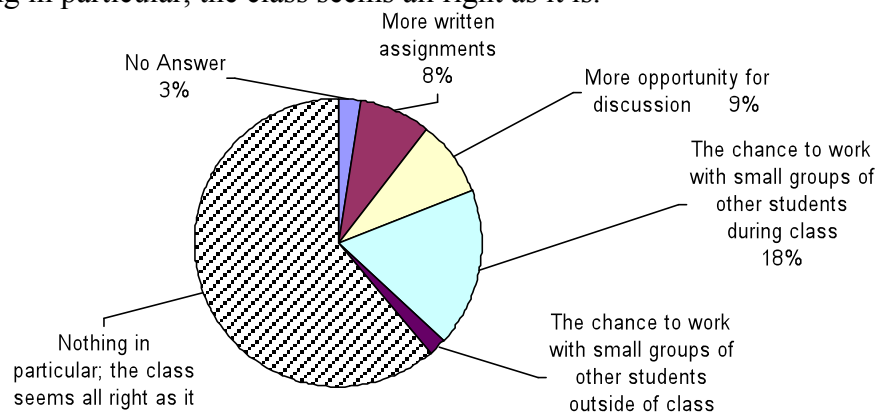


11. Do you feel you have done what is required (e.g. come to class regularly, done the reading, asked questions, participated in discussions, etc.) to become engaged with this class?  
 a. yes b. no

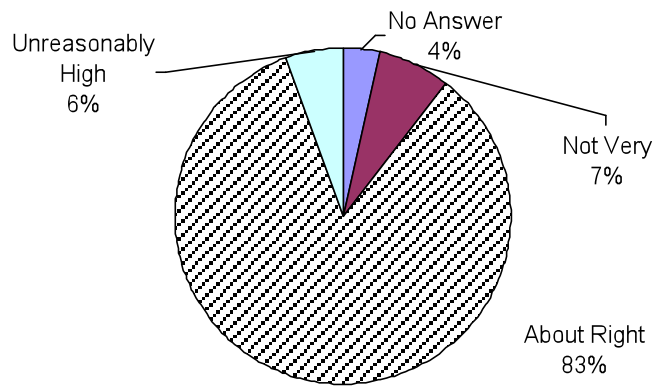


12. What might make this class better?

- a. more written assignments
- b. more opportunity for discussion
- c. the chance to work with small groups of other students during class
- d. the chance to work with small groups of other students outside of class
- e. nothing in particular, the class seems all right as it is.

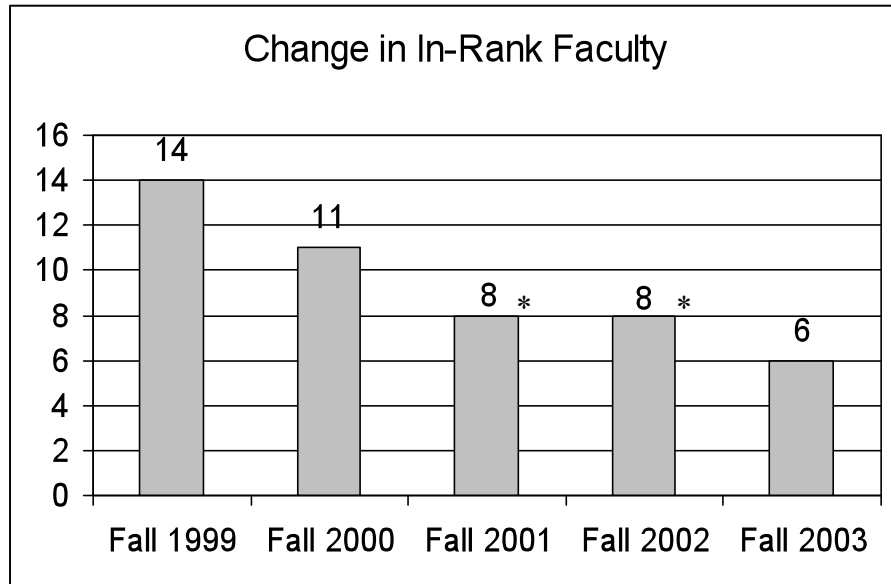


13. How challenging are the demands of the course compared with courses at the same level that you have taken or are taking?
- a. not very                      b. about right                      c. unreasonably high





## APPENDIX C: Statistics



\* Two on unpaid leave who do not return.

