

Department of Philosophy
Self-Study Report
University of Missouri-St. Louis
October 2016

Department/College

Five-Year Review

Philosophy

- I. Introductory Information about the Department
 - A. A brief history of the Department
 - B. The Department's facilities, faculty, and staff
 - C. A brief review of recent changes
- II. Vision and Beliefs
- III. Mission of the Department of Philosophy
 - A. Department Support for the University's Mission
 - B. Department Support for the University's 2014–2018 Strategic Plan
 - C. Strategic planning for the Department's future
- IV. Program Excellence
 - A. Evidence of Program Excellence
 1. Assessment tools and fostering teaching excellence
 2. Innovations in Teaching
 - B. Analysis of Program Quality
 1. Undergraduate Program.
 2. Graduate Program.
 3. Program goals for student learning
 4. Assessment tools for determining the the success with which students meet the goals
 5. strengths and weaknesses and proposed responses
 6. Part-time faculty and continuity of the program quality
 - C. Student Retention
 - D. Student Engagement, Measuring Success and Placement
 - E. Distance Education/Alternative Delivery
- V. Research Excellence
 - A. Research Policy and Output
 - B. Funded Research
 - C. Graduate Faculty and Student Research
- VI. Community Engagement
- VII. Resources
 - A. Faculty Resources
 - B. Other Resources
- VIII. The Future

Department/College
Five-Year Review
Philosophy

The Department of Philosophy approaches its latest five-year review confident about the ways in which we have contributed to the goals expressed in the University's strategic plan, enhancing the experience of UMSL for all students, creating new and more effective community partnerships and increasing academic excellence in our programs.

We have enriched our course offerings and expanded the range of the UMSL experience by adding classes in Present Moral Problems, Race and Racism, Philosophy and Food, Ethics in Science and multiple courses looking at the discourse between Science and Religion and a host of others. In concert with the University's goals to have a larger online presence, the Department has increased the number of its online offering since 2011, at the 1000, 2000 and 3000 levels. As a result, students can now complete a minor in philosophy wholly online. The Department's push to increase its online options is in part a response to UMSL's Pathways degree completion program, which will provide numerous students a chance to earn a Bachelor of Liberal Studies degree with a philosophy component. In this same spirit, we have re-envisioned our degree requirements to facilitate double majors in philosophy and the STEM fields.

Moreover, the Department is engaged in outreach activities that range from helping to set up high school philosophy clubs, to the SLACRR conference (St. Louis Annual Conference on Reason and Rationality), which brings together local, national and international participants. We have also started working with the Jewish Federation to pioneer new partnerships between our faculty and students and the community.

At the same time—and in the midst of multiple ambitious projects—we are deeply concerned about what the next five years will hold. Since the last review the number of full-time faculty has shrunk by 25%, jeopardizing not only the department's long and rich research tradition, but also its capacity to cover its own curricular obligations. Unfortunately, the current budget situation on the campus does not augur well for a prompt recovery. The Department does not fear transition—after all, philosophy has historically been at the forefront of most changes in sciences, education and academia since its very inception—but it would hardly welcome diminishment. Insofar as the review process can help us envision a future in which a

leaner department can nevertheless be an even more effective and productive one, we welcome this opportunity to catalogue our capacities and accomplishments.

I. Introductory Information about the Department

A. A brief history of the Department

The Department of Philosophy was established in 1967 with 7 in-rank faculty. This number increased to 10 by 1972. According to the UMSL Institutional Research report, the Department was at 14 tenured or tenure-track faculty and 2 non-tenured track faculty by 1997 and for while thereafter.¹ An M.A. program was added to the original B.A. in 2000 and very quickly proved itself a success as ranked by the Philosophical Gourmet Report, the only recognized system for ranking philosophy programs. Indeed, according to the Philosophical Gourmet Report ranking, UMSL M.A. program at one point was tied for 2nd place among all terminating Master's programs, both nationally and internationally. By 2004, the department's FTE had fallen to a low of 5 tenured or tenured track faculty and 2 non-tenured track faculty. The five-year review committee at that time noted the extreme challenges of trying to run a top-ranked M.A. program with so few faculty and warned that the University was in jeopardy of "losing a jewel". Subsequent amelioration brought the department to 13 FTE consisting of 9 tenured or tenure-track faculty and 4 non-tenured track faculty. Since 2010, the department has experienced a slow but steady rate of attrition through retirements, as a result of faculty's being lured away by other universities (Cambridge, Birkbeck, Miami, Nebraska) and the appeal of significant raises, benefits and heavily endowed chairs. 2014–2015 found the Department at an all-time low, with a mere 3 tenured professors and 4 non-tenured track professors. That same year, the philosophy department was allowed to replace 2 of the 3 faculty who had just left.

Despite its at times tumultuous history, the Department has served well both its own students, the students of other departments and colleges and the community at large. It annually provides 5 courses to the Pierre Laclède Honors College. It has created and/or revised courses for needs in the School of Nursing, the Business College and STEM field units in the College of Arts and Sciences. Such courses include Bioethics, Business Ethics, Engineering Ethics and Philosophy of Science.

¹ Calendar Year: Regular (i.e. fulltime T/TT) Faculty HC
 1991: 9, 1992: 11, 1993: 11, 1994: 10, 1995: 11, 1996: 13, 1997: 14, 1998: 14, 1999: 13, 2000: 11, 2001: 10, 2002: 8, 2003: 6, 2004: 5, 2005: 7, 2006: 8, 2007: 9, 2008: 9, 2009: 9, 2010: 8, 2011: 6, 2012: 6, 2013: 6, 2014: 6, 2015: 3, 2016: 5 (the numbers for Philosophy from UMSL IR report).

Philosophy was also one of the pioneers of online courses at UMSL. Most recently it has spearheaded a program of creating philosophy clubs in local high schools and coordinating with local high school administrators in St. Louis city in order to promote UMSL and UMSL's offerings in philosophy, as a part of their regular curriculum.

B. The Department's facilities, faculty, and staff

The Department of Philosophy is housed on the fifth floor of Lucas Hall. It currently has 3 tenured professors: Associate Professor Eric Wiland (University of Chicago), Professor Gualtiero Piccinini (University of Pittsburgh) and the Chair, Jon McGinnis (University of Philadelphia); 2 tenured-track professors: Assistant Professor Lauren Olin (Washington University in St. Louis) and Assistant Professor William Dunaway (University of Michigan); and 4 non-tenured track faculty: Assistant Teaching Professor Jill Delston (Washington University in St. Louis), Associate Teaching Professor Waldemar Rohloff (University of California, Irvine), Teaching Professor Andrew Black (University of Massachusetts) and Teaching Professor David Griesedieck (Princeton). It also includes 2 professors emeriti, 1 Founders Professor and 2 affiliated faculty.

Department faculty members have established national and international reputations. Their work appears in the most prestigious journals, and leading academic presses publish their books. These faculty serve on national and international committees and societies, review for granting agencies, hold offices in national and international 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.

In addition to various ad hoc committees, the Department has two standing committees: Curriculum (Rohloff, chair) and Scheduling (Delston and McGinnis, co-chairs). Waldemar Rohloff is our Director of Undergraduate Studies and Eric Wiland is our Director of Graduate Studies.

The Department of Philosophy shares its two full-time staff with the Department of Communication and Media. The staff include a Business Support Specialist II in charge of fiscal and contractual matters, and an Office Support Assistant III responsible for faculty support. The arrangement is the result of a 2016 merger prompted by the recent budget crisis. These two individuals currently support roughly 40 full- and part-time faculty across the two departments as well as assist faculty in the Department of Art History.

C. A brief review of recent changes

The largest and most obvious change is that since the Department's last five-year review, when it had 12 FTE, it has dropped to 9 FTE. The second most notable change is in the nature of our support staff (note I.B above). Less obvious, but no less important changes include the creation of new and more effective community partnerships such as forming philosophy clubs in local high schools, the inception of the SLACRR conference and developing joint courses with the Jewish Federation of St. Louis. Another change is development of new course formats, like our increase in online offering and the development of our hybrid Business Ethics course (online and face-to-face facets) in order to enhance the UMSL experience for all our students.

II. Vision and Beliefs

The overarching [vision of the UMSL Department of Philosophy](#) is to make manifest, through research, teaching and service, the appeal and wide-ranging application of our discipline. The Department hopes to see itself, at the end of ten to twelve years, a flourishing, medium-sized department whose energetic and productive faculty offer the best terminal M.A. program in the country. To this end, we aspire to nurture the research programs of our faculty. First and foremost, this produces conference presentations and highly visible publications. The resulting energy and excitement also foster the creation of new courses, facilitate the recruitment and training of strong students, forge new modes of interdisciplinary cooperation and establish new opportunities for public discourse and community engagement.

Our faculty explores a broad range of philosophical topics. Their current research programs address traditional and contemporary problems in metaphysics, epistemology, ancient philosophy, moral philosophy, philosophy of science, philosophy of language, cognitive science, philosophy of social science, philosophy of mathematics, philosophy of law, aesthetics, applied ethics, Asian philosophy, Islamic philosophy, feminism and more. Philosophy has never been insular. From ancient times, philosophers have addressed the big questions and today their inquiries illuminate myriad subject matters and yield practical as well as theoretical consequences. Despite these advantages, philosophy is often a well-kept secret. Since it is not commonly taught in primary or in secondary school, many students come to UMSL unaware of our discipline. They discover philosophy only by chance when they

dabble with an elective or fulfill a one-course requirement that embellishes an otherwise vocational course of study.

We are eager to remedy this situation. Because philosophy covers diverse subject matters but with a distinctive methodology, it can meet a variety of interests and needs. Some participants are drawn to the inherent interest of the problems philosophy addresses; others appreciate the practical payoff that philosophical methods can deliver. The analytical skills and habits of mind inculcated in each and every philosophy class are highly portable. Attention to analysis, evaluation, argumentation and proof can aid in the negotiation of any subject matter. We offer intro-level courses that display the wide range of philosophical inquiry and carry General Education credit. Our more advanced courses support an undergraduate major as well as an M.A. program that is ranked among the top 14 in the nation. Overall, our classes prepare students not only for the further study of philosophy, but also for success in other pursuits and for the pleasures attendant on an examined life.

III. Mission of the Department of Philosophy

[The mission of the UMSL Philosophy Department](#) is to explore and advance the claims of our discipline by producing innovative research, teaching and service. Our faculty publishes their research in highly selective journals, addressing both traditional philosophical problems and diverse present-day applications. They teach courses that engage and empower traditional and non-traditional students, with an instructional menu that serves casual students, undergraduate majors and minors and Master's candidates. They serve wider constituencies by participating in a variety of learned societies and in public conferences, forums and colloquia, offering analysis and debate that promise deeper understanding of today's pressing issues. Together these departmental activities further our campus' status as a premier public metropolitan research university.

A. Department Support for the University's Mission

[The University of Missouri-St. Louis' stated mission](#) is to provide "excellent learning experiences and leadership opportunities for a diverse student body. Outstanding faculty and staff, innovative research, and creative partnerships foster synergies that advance the welfare of our stakeholders and benefit the global society." The University

values excellence, integrity, partnerships, opportunity, diversity and stewardship. The Department of Philosophy aims to please.

In keeping with the University's mission, the Department actively promotes excellence in research and creative achievement, which both advances fields of study and is recognized externally. Our publication rates in excellent venues by all of our research faculty is astronomical (see V.A). At the same time, our faculty pays serious attention to individual students' learning needs and maintains the highest academic and ethical standards in all aspects of the educational experience. This point is witnessed in the frequent teaching awards that our faculty garner. Philosophy faculty collaborate with students and organizations and engage in research and teaching to contribute in meaningful ways to a diverse global society. The Department's commitment to this value is seen in, for example, two international conferences undertaken by our faculty and our graduate students (SLACRR and the Gateway Graduate Conference); and collaborative efforts with local high schools, the Jewish federation and other local organizations.

The Department actively seeks out new opportunities to develop the future of our region, state, nation and world, whether in education, engagement in cutting edge research or dedication to the University, community and professional service. Philosophy values diversity among faculty, staff and students and recognizes its essential contribution to campus culture. In keeping with this value the Department hosted a panel discussion on diversity discrepancies within philosophy as a profession; supports financially and altogether the Transgender Spectrum Conference; and actively looks for ways to encourage the philosophical pursuits of women and ethnic minorities at UMSL.

Finally, we strive to be good stewards of the financial, physical and human resources entrusted to us and exercise care in employing them.

B. Department Support for the University's 2014–2018 Strategic Plan

[UMSL's strategic plan](#) states, "by 2018, UMSL will increase the annual number of degrees conferred by 20% through an enriched UMSL experience with enhanced relationships and more research and community engagement integrated into student learning to fulfill our metropolitan land-grant mission." UMSL Philosophy is fully in step with the UMSL strategic statement.

The Department of Philosophy has partnered with Student Affairs to strengthen our recruitment and retention efforts, and especially our efforts to increase freshmen enrollment. We have done so in numerous ways. For instance, toward

recruiting the Department has formed philosophy clubs at local high schools and then have the clubs visit UMSL philosophy classes on campus. It has forged links with local organizations like the Jewish Federation of St. Louis, to encourage these communities to become more involved with UMSL. UMSL Philosophy also strives to see that faculty in community colleges and members of other research-focused philosophy departments in St. Louis know about philosophy events and philosophy sponsored events on UMSL campus, which we encourage them to attend. Additional ways that UMSL Philosophy aims to promote retention include coupling with Access Two Success (A2S) to hire tutors to help struggling students; having faculty visit the freshman University Studies courses to talk about philosophy; requiring all philosophy faculty to use MyConnect; and instituting “student study jams”.

Furthermore, together with the Philosophers’ Forum (the UMSL student philosophy organization) and Phi Sigma Tau (the International Honor Society in Philosophy), the Department encourages numerous social activities among students and faculty alike, such as our “Big Questions Series” events and Women in Philosophy events, all of which enhance the overall UMSL experience for its students.

Moreover, the philosophy department constantly looks for new and innovative ways to enhance academic excellence and effective means of helping more students to graduate. Thus, for example, with an eye to the needs of “math-phobic” students it developed its Choice and Chance course, which has seen that scores of students are able to meet their math requirements but in a pedagogically innovative way. We have increased the number and spectrum of online courses in order to allow for students fully to complete a minor in philosophy online, which, when coupled with other online possibilities at UMSL, can efficiently lead to a Bachelors of Liberal Studies degree.

Finally, UMSL’s strategic plan speaks about fulfilling “our metropolitan land-grant mission.” According to the wording of the Morrill Act (1862), which created the land-grant university, the mission of these land-grant institutions is to teach practical skills “without excluding ... classical studies.” Philosophy lies at the very heart of classical studies and little more needs be said on that point. Additionally, however, Philosophy provides students with those portable skills such as critical thinking, clarity of presentation and problem solving that transcend any single practical or vocational skill. In a real sense philosophy provides the most basic skills required for succeeding in any field, and so is the most practical of disciplines.

C. Strategic planning for the Department’s future

The Department has regular (but not excessive) full departmental meetings. At these full meetings, the Chair sets the agenda, which is geared not only to specific departmental issues, e.g., budgetary or curriculum issues, but also to more university-wide issues albeit with an eye to philosophy, e.g., promoting philosophy and recruiting and then retaining philosophy students. Additionally, there are regular (and more frequent) committee meetings, e.g., discussions between the Chair and Director of Graduate or Undergraduate studies or among the Chair and the Curriculum Committee. Drawing upon the results of these various committee meetings, The Chair forms what she or he considers to be the consensus of the meeting. Before any long term departmental goals or strategic plans are determined, however, the Chair solicits additional feedback from all of the faculty usually in the form of email correspondences. If there is disagreement over some future goal or element in the proposed strategic plan, there is another full departmental meeting. Since 2000, there has always been a consensus among the entire Department about future goals and our strategic plan. If in the future, however, no consensus can be reached, the Departmental bylaws would require that all tenured and tenured-track members vote on the issue, with a simple majority being required for action.

IV. Program Excellence

A. Evidence of Program Excellence

1. Assessment tools and fostering teaching excellence

The Department uses an array of tools to assess, to maintain and to improve its quality. These include mid-semester feedback, course evaluations, peer assessment, team-teaching, advising and mentoring.

The Department supports and encourages faculty to maintain and to improve their teaching skills through a variety of formal and informal avenues. For example, members of the Department regularly take part in offerings from the Center for Teaching and Learning and make use of the resources available through them. At least 50% of our faculty have taken short, 9-week courses offered to design and develop online classes. We enroll in multi-year commitments with weekend retreats designed to keep faculty abreast of the latest pedagogical tools and teaching techniques like the University of Missouri Faculty Scholars. Our faculty takes part in forums aimed at

successful leadership like the Campus and Academic Leaders Forum. More recently, with the arrival of two junior faculty, Lauren Olin and Billy Dunaway, the Department has instituted weekly, more informal mentoring sessions, during which time the tenured faculty members meet with junior faculty socially to answer questions and to give advice that helps provide the junior faculty with the resources they need to succeed at UMSL, both in their research and teaching.

Certainly one way to evaluate the Department's teaching effectiveness is to look at our student. They have gone on to top-flight Ph.D. programs and professional degrees, published in high ranking journals, presented at selective conference venues, served their communities by teaching at every level of instruction. They have founded high-quality organizations aimed at addressing local trouble spots like hunger, poverty, the environment and animal welfare needs. Additionally, the Department's course evaluations and the teaching awards that our faculty have garnered reflect a deep commitment to reaching a broad audience and engendering a love of philosophy among a student body often totally unfamiliar with what goes on in our field. The high number of philosophy majors and minors who go on to enroll in our M.A. program also reflects the ways in which our students are profoundly impacted by our teaching and outreach. The competitive grants that departmental faculty have received for teaching and course development also reflect the respect and support that our campus and regional bodies have for our teaching methods and course topics.

2. Innovations in Teaching

In the words of the inimical Simon Blackburn, "The right method of teaching philosophy was discovered by Socrates some 2500 years ago, and we have no intention of changing it."

Still, our department has been at the forefront of campus efforts to offer hybrid courses which combine online delivery mechanisms with in-person discussion sections. Faculty members regularly offer independent studies to foster and to encourage unique student interests, which helps us with retention and excellence. We make use of the latest technology, such as incorporating clickers in the classroom, holding office hours via instant messaging and delivering lectures online. Faculty members develop and publish world-class textbooks and course book materials, like, for example, *Applied Ethics: A Multicultural Approach* (May and Delston), *Intervention and Reflection: Basic Issues in Medical Ethics* (Munson), *The Elements of Reasoning* (Munson and Black), *Three Eastern Traditions: An Introduction to Asian Philosophy* (David Griesedieck) and *Classical Arabic Philosophy: An Anthology of Sources* (tran. McGinnis and Reisman). Such efforts allow us to stay at the forefront of the most

current issues facing our respective specialties and pedagogical approaches while also passing along that expertise to our students.

The Department's faculty maintains diversity within their syllabi as seen in the fact that many of our philosophy classes assign 50% female authorship or use a multicultural approach to teaching philosophy. These moves are designed to be in keeping with current standards in the field and to reach and to retain a parity for our majors and minors. The aim is always to set rigorous standards and to support active learning while using evidence-based research on teaching methods and delivery. Recently, the Department supplemented its outreach by offering new undergraduate certificates, like Neuroscience, History and Philosophy of Science and Technology and Evolutionary Studies as well as new undergraduate tracks, like pre-law, science studies, psychology and neuroscience, ethics and society, health sciences and history of philosophy. These certificates and tracks allow UMSL Philosophy to reach the career-minded UMSL students who have an eye toward practical applications of their work in philosophy.

B. Analysis of Program Quality

1. Undergraduate Program.

Our philosophy B.A. was modeled on programs at similar institutions with expectations for student learning in line with quality expectations across the discipline of philosophy. Courses for our majors are taught by regular faculty with expertise in the subject matter and a proven track record of excellent pedagogy. The major has been designed to be achievable by a large swath of students with different backgrounds, while maintaining disciplinary standards. At the same time, our majors have the opportunity to satisfy many of their requirements with advanced-level courses taught in conjunction with our graduate program. As a result, highly motivated philosophy majors can obtain a truly sophisticated education in philosophy that rivals or exceeds offerings at elite institutions.

2. Graduate Program.

The M.A. program remains a high-quality program, although its ranking has dropped compared with earlier five-year reviews. Students begin by taking a required

Proseminar in which they learn how to read and to write philosophy at the graduate level. They take at least nine other courses in four different subfields of philosophy. They write a master's thesis under the direction of a member of the graduate faculty, after which they defend their thesis to a committee of at least three professors. Further, most students gain experience teaching philosophy by assisting in undergraduate courses and gain experience by organizing and participating in the annual Gateway Graduate Conference, which they sponsor.

We are graduating about 5 M.A. students a year currently, whereas in the past the Department graduated around 10. This drop off is in part because we are admitting fewer students into the program but also offering those students a better Assistantship package. Currently virtually all our graduate students in good standing are receiving some support, but again the effect was a shrinking of our graduate student body. Each year a select few of our M.A. graduates are admitted to competitive Ph.D. programs, the details of which can be found [here](#). The number of student whom we place in such programs is down from past placement numbers, but again the number that we graduate is correspondingly down. Still some of our most recent graduate students are presenting their research at academic conferences and even getting single-authored work published in prestigious academic journals, a rarity at the Master's level. This is strong evidence that the M.A. program is still preparing students to do philosophy at a high level.

3. Program goals for student learning

The [expected learning outcomes for our undergraduate majors](#) are:

- Acquire basic knowledge of traditional philosophical issues in the western tradition.
- Develop critical thinking skills based on knowledge of the standards governing logical reasoning.
- Acquire familiarity with philosophical issues that arise in some other disciplines (e.g. biology, art, education, etc.).
- Acquire a basic understanding of ethical and social-political principles and their role in resolving ethical disputes and in evaluating social practices and institutions.
- Become acquainted with current philosophical debates in the areas of epistemology, metaphysics, and value theory, and with the arguments and proposals made to resolve them.

The [expected learning outcomes for our graduate students](#) are:

- Acquire advanced knowledge of traditional philosophical issues in the western tradition.
- Develop critical thinking skills based on knowledge of the standards governing logical reasoning.
- Acquire familiarity with philosophical issues that arise in some other disciplines (e.g. biology, art, education, etc.).
- Acquire a basic understanding of ethical principles and their role in resolving ethical disputes.
- Acquire the knowledge and skills required to write a paper identifying a philosophical issue and presenting arguments supporting a thesis for resolving it.

4. Assessment tools for determining the the success with which students meet the goals

Departmental faculty members use a variety of tools to determine whether students have met the various learning goals. These tools differ based upon a number of factors such as the level of the class, course subject matter and background of the students in the class. In lower-level classes, the tools frequently include formative assignments such as quizzes, short writing assignments or graded homework, followed by summatives, which may be in the form of an exam or larger paper. In upper-level courses, students may be asked to do in class presentations or lead discussions and then are required to complete longer writing assignments and research papers or, as in logic, take various summative exams throughout the semester.

Additionally, the Department uses philosophy tutors, particularly to target students having trouble in logic, but also who are qualified in all subjects of philosophy. While strictly speaking tutors are not an assessment tool, they do log in every student who comes into see them. As part of this log, the student is asked to provide an initial assessment of her or his anticipated grade in the class at that time. (Frequently, the instructors direct these students to the tutors because they are struggling with the material.) This initial assessment is then compared with the grade that the student actually receives at the end of the class. An overwhelming majority of the students who seek tutoring (90%+) remain in the course and complete it with a C or better.

In graduate courses, faculty evaluate students primarily by a) the quality of their term papers, b) their contributions to sustained discussion in seminars and c) the quality of their master's thesis and its defense. A committee of three (either from the Department, other units or even other universities) assesses the thesis in order to

ensure that the student truly has met the goals of the program and is prepared to do original research.

5. strengths and weaknesses and proposed responses

Since the Department's last five-year review, the data has clearly shown that the greatest challenge for many students (both majors and others) concerns the learning outcome associated with critical thinking skills based on knowledge of the standards governing logical reasoning. In light of the data gathered and departmental discussions about this recognized weakness, the Department has taken advantage of money offered by the Access to Success (A2S) program to hire tutors who have a strong skill set in logic. Philosophy tutors are selected from among the Junior or Senior philosophy Majors, who have taken a range of philosophy classes and done well in them. Additionally, the Departments asks that at least two faculty members vouch for the individual's "philosophical credentials." Finally, the tutor should have completed and done well in formal logic. The tutors are additionally provided with syllabi for all courses being taught that semester with a critical thinking component and contact information for the various instructors, should they find certain class material difficult to explain. Instructors in courses where critical thinking makes up a major component of the class, then actively encourage their students to seek help from the tutors. In some cases, extra credit points (particularly for failed assignments) are given if the student seeks tutor help and can show improvement.

Additionally, new courses (Choice and Chance) and teaching strategies ("how logic can help you write a term paper" or using Sudoku to emphasize rules of inference) have been introduced to help students master the basics of critical thinking. Moreover, in collaboration with faculty from UM-Colombia, the Department has begun developing a new course in critical thinking that aims to incorporate new pedagogical strategies for teaching basic logic, and to familiarize students with basic logical principles. It takes seriously a recent tradition of pedagogical research suggesting that visually representing argument forms promotes engagement and better learning outcomes than more traditional methods of teaching logic.

The greatest weakness that the Department finds for the graduate program is that it no longer is able to attract the strongest applicants to enroll. Applicants admitted to our program, who though not accepted in a Ph.D program, frequently go to other M.A. programs. This problem has led to multiple departmental discussions. One consensus that has emerged from these discussions is that a major reason that potential applicants go elsewhere is because they see that other programs have maintained a healthy number of research faculty. In 2015 the average number of

tenure and tenure-track faculty with terminal M.A. programs in Philosophy at comparable Universities (a.k.a. The Minter Group) was 11.3. We are now at 5. It is also difficult to compete with other programs that are reliably able to secure funding for their students. In the case of female graduate students, we are aware that general concerns have been voiced about pursuing graduate work in departments that lack a gender balance among the faculty, which is another reason we are keen to increase the size of the Department. Unfortunately, these are weaknesses that cannot be addressed at the departmental level.

6. Part-time faculty and continuity of the program quality

The Department does not hire many part-time faculty. Those whom it does hire on a regular basis (Lehocky and Hoffman) have been adjunct faculty for the Department annually for more than fifteen years, thus ensuring continuity. For certain lower-level courses, we occasionally appoint graduates of our M.A. program, which again ensures continuity of material taught and learning goals, since our faculty would have had a formative effect on the teaching goals of these adjunct.

C. Student Retention

While all members of the Philosophy faculty work toward the common University goal of retaining student here at UMSL, our two program directors have a specific charge to work toward retention. Waldemar Rohloff (Associate Teaching Professor) advises our undergraduate philosophy majors, and Eric Wiland (Associate Professor) advises our graduate philosophy majors. Both Professors Rohloff and Wiland were nominated for the assignment by the Department's Chair and confirmed by the other faculty. The Department evaluates the quality of advising by looking at time-to-degree statistics, comparing students known to meet regularly with the philosophy undergraduate advisor with those who do not.

The Department has a number of recruiting and retention strategies. Philosophy's recruiting strategies extend to campus efforts as well as community outreach. At the end of each semester, faculty members are encouraged to identify the more successful students in their classes and then provide the Chair with a list of names. The Chair then sends an individual letter to each of those students inviting him or her to sample other philosophy courses and even consider majoring or minoring in

philosophy. Additionally, the Department works closely with the various philosophy student organizations on campus (The Philosophers' Forum and Phi Sigma Tau, the International Honor Society in Philosophy) to promote and advertise philosophy. These organizations have, with the Department's support, created the *Big Questions Series*, where enticing philosophical topics and socially timely issues are discussed ("Are you in the Matrix?" "Can Pornography be Art?" "When is a Soldier a Soldier?" and "The Curious Case of the Purloined Sperm: Issues of Moral and Financial Obligation after Conception" to name a few) and instituted "Philosophy Study Jams".

One of the Department's biggest changes geared toward retention was to overhaul the requirements for a philosophy major in light of our last past five-year review. We noted several courses that are stumbling blocks for some majors (e.g., logic, heavy history load) and diversified the courses used to satisfy those requirements, while still maintaining a rigorous major that is in line with requirements at peer institutions. We additionally began hiring and advertizing philosophy tutors.

Further, we have begun to distribute and to evaluate some of our promotional materials in our classes. For instance, in a series of Critical Thinking courses the students were asked to evaluate the arguments put forward in the Department's own [promotional brochure](#), which was put together by Eric Wiland.

Table 1
Student Enrollment

Year	AY- 2012	AY-2013	AY-2014	AY-2015	AY-2016
New students admitted (didn't necessarily enroll)	M.A. 35 UG 16	M.A. 42 UG 14	M.A. 21 UG 17	M.A. 22 UG 18	M.A. 5 UG 16
Continuing students (# of majors/M.A. candidates enrolled, FS and SP avg.)	M.A. 33 UG 32	M.A. 39 UG 28	M.A. 23 UG 32	M.A. 21 UG 46	M.A. 17 UG 32
Total enrollment (regardless of major or rank; does not include cross listed departments)	7,326 SCH	8,268 SCH	7,845 SCH	7,296 SCH	6,135 SCH

Graduating students	M.A. 8 UG 11	M.A. 15 UG 5	M.A. 10 UG 6	M.A. 9 UG 14	M.A. 5 UG 9
---------------------	-----------------	-----------------	-----------------	-----------------	----------------

Over the past five years, the number of admitted undergraduates who declared philosophy as their majors has stayed stable at a little higher than 15 students per year. In contrast, there has been a significant decline in the number of graduate students (see IV.B.5 for a discussion of possible factors contributing to this decline). This decline in admitted M.A. students also corresponds with a decline of continuing and graduating Master's students. The number of continuing undergraduate majors is fairly stable at 30+ (we would prefer it to be closer to 50). There was a spike in the number of continuing undergraduates in 2015 (46), but returned to the 30+ number after a spike in the number majors who graduated that same year. While the number of total enrollments has seen a decline over the past three years, during that same period there was also a decrease in both the number of Philosophy faculty and overall University enrollment, and so the number of courses that could be offered correspondingly decreased too.

D. Student Engagement, Measuring Success and Placement

The Department of Philosophy is involved in a number of co-curricular activities to engage UMSL students in philosophy and see that they succeed. To this end, the Department works closely with and provides financial support for two student organizations on campus. These are the Philosophers' Forum and Phi Sigma Tau, the International Honor Society in Philosophy. Both organizations are actively involved in philosophically engaging UMSL students and contributing to their success both on and off campus. Such co-curricular activities include the following:

- Forum members created a Big Questions Series, where enticing topics and socially timely issues are discussed.
- Phi Sigma Tau instituted a "student study jam"; these are two-day study sessions at the end of the semester during finals week. The Department provides coffee, donuts and pizza throughout the day, and at least one of the honor society's members (and frequently a faculty member as well) are available to help students with philosophy questions.
- Both organizations get together as a single group almost weekly at local restaurants, pubs or other venues just to talk about philosophy and have fun.

- Perhaps the major activity is the Forum's annual Gateway Graduate Conference, which is the largest philosophy conference of its kind in the region, bringing keynote speakers and participants literally from around the world (e.g., Australia)

The Department also provides pre-law advising for the College of Arts and Sciences through the pre-law advisor (Dunaway), serving UMSL students who are interested in pursuing a law degree after graduation. Students have the opportunity to meet in-person with a member of the Department's faculty for advice before applying to law school. Interested students also have the opportunity to visit area law schools and interact with UMSL alumni in the law profession through events organized by the pre-law advisor. The pre-law advisor additionally interacts with the Pre-Law Advisory Council and helps to oversee the Pre-law Advisory Council Scholarship, which is awarded annually to an UMSL undergraduate. Many UMSL undergraduates go to law school as the first members of their extended families to do so, and the pre-law program plays an essential role in their path to law school and the St. Louis area legal profession.

As for gauging success, at the end of both our undergraduate and graduates programs the Department uses certain basic measures for assessing student learning. In the undergraduate program, all philosophy majors are required to take the senior seminar. The senior seminar is arranged much like a graduate-level seminar with a seminar-style research paper required at the end of the class. While we recognize that many of our majors will not go on to a Ph.D. program in Philosophy, the senior seminar ensures that our undergraduate majors have been exposed to what graduate-level philosophy work looks like and the expectations thereof. In the graduate program, all students write and defend a thesis (see IV.C).

Unfortunately, we have little data about the placement of UMSL philosophy majors. Three years ago, the philosophy Chair spoke with UMSL Career Services about getting placement data but without much luck. The procedure then was to contact alumni by email asking them to take a brief survey. Apparently philosophers (and many other alumni in the College of Arts and Sciences) are adverse to taking online surveys. As for graduate student placement, the Department is in a slightly better position. Some evidence is available on [UMSL's recent placement record site](#) and again on [its alumni notes](#).

E. Distance Education/Alternative Delivery

UMSL Philosophy was at the forefront of introducing online learning opportunities for our students. With but one exception (Love 101), all courses offered online have a

face-to-face option too. Both approaches use the same measures to evaluate learning outcomes, namely, quizzes, participation (whether class participation or discussion boards) and summatives (whether tests or papers). For the most part, we do not see significant differences in success rates between the two delivery methods.

Online courses may be taught by our own faculty, Graduate Teaching Assistants (GTAs) under the closer supervision of a faculty Instructor of Record or adjuncts, this latter case being rare. Since we experience the greatest discrepancy in success between online and face-to-face class in the case where we must use an adjunct to teach the online course, we try to avoid this option, although at times demands for courses and lack of faculty and GTAs make the use of adjuncts inevitable. In the case of GTAs there are significantly greater opportunities to monitor for quality control. In general, any graduate students who is to teach an online class is required to do an orientation workshop through the Center for Teaching and Learning (CTL) and they are encouraged to take more such workshops as well. Indeed, frequently in the Proseminar graduate students are required to take an additional workshop through CTL that introduces them to the elements of course design and writing a clear and effective syllabus. Additionally, every student who receives a Philosophy Assistantship works with faculty members in four introductory-level courses over the first year. While the expectations are minimal, the intent is that the various Professors mentor their GTAs, about course content, grading and teaching. The second year, successful graduate students are assigned as Instructor to an introductory online courses under the supervision of an Instructor of Record who continues the mentoring process and oversees the Instructor's handling of the course.

The Department has been very successful with its online offering, providing UMSL students with a convenient yet rigorous alternative to on-campus classes. We are currently increasing the number of 3000-level online course in order to facilitate fully completing a philosophy minor online.

V. Research Excellence

A. Research Policy and Output

The Department of Philosophy at UMSL commands an international reputation for its research and scholarship. The Department expects of its research-intensive faculty a sustained publication rate in highly selective, peer-reviewed professional journals and books. The stated departmental criteria for "research intensive" are (1) an annual average of one to one-and-a-half peer-reviewed papers in print and/or forthcoming in

good venues or (2) ideally two or more book chapters or papers in an objectively determined respectable venue per year, which may or may not be peer reviewed² or (3) a single monograph in a three-year period.

A quick overview of the research output by the current tenured and tenured-track faculty for the past three years (2014–2016) testifies to our productivity.

- Lauren Olin (Assistant Professor)
 - Completed Ph.D. (Washington University in St. Louis), 2015;
 - 2 peer-reviewed articles, both in highly competitive venues, forthcoming;
 - 1 book chapter, from Oxford University Press, forthcoming.

- William Dunaway (Assistant Professor)
 - 2 peer-reviewed articles, both in highly competitive venues, forthcoming;
 - 3 book chapters, two from Oxford University Press, one from Routledge, forthcoming.

- Eric Wiland (Associate Professor)
 - 1 peer-reviewed articles, in a highly competitive venue, forthcoming;
 - 2 book chapters, both from Oxford University Press, 2014 & forthcoming;
 - 1 peer-reviewed article, in a highly competitive venue, currently under consideration but with positive initial feedback.

- Gualtiero Piccinini (Professor)
 - 1 book, Oxford University Press, 2015;
 - 6 single-authored, peer-reviewed articles, all in highly competitive venues, 2014, 2015 & forthcoming;
 - 5 co-authored, peer-reviewed articles, all in highly competitive venues, 2014, 2015 & forthcoming;
 - 1 book chapter, from Singer, 2015.

- Jon McGinnis (Professor)
 - 2 single-authored, peer-reviewed articles, both in highly competitive venues, 2014 & 2015;
 - 1 co-authored, peer-reviewed article, in highly competitive venue, 2015;

² The Department recognizes that sometimes scholars are recognized as outstanding in their field and are invited to contribute to particular volumes, symposia or proceedings, which may not have as objectively rigorous standards of review, e.g., double-blind peer review by external reviewers. Still the request itself, particularly from well-known academic publishers (e.g., Oxford University Press, Routledge, Wiley-Blackwell, etc.), is a good indicator of the high level and demand for that faculty member's research output.

- 9 book chapters, from Oxford UP, Cambridge UP, Routledge, Wiley-Blackwell, Walter de Gruyter, Catholic University of American Press & Brill, 2016 & forthcoming.
- 2 peer-reviewed Encyclopedia articles, Stanford Encyclopedia of Philosophy & Encyclopedia of Islam, 2015 & forthcoming.

B. Funded Research

The faculty of Philosophy at UMSL has a long and proud history of securing grants both at the system level and outside of the system. In the past, it was not uncommon for faculty members to enjoy awards from the University of Missouri Research Board, the National Endowment for the Arts, the National Science Foundation, the National Institute for Health, The Andrew W. Mellon Foundation, a Professorial fellowship with the Australian National University, a Laurance S. Rockefeller Visiting Faculty Fellow in the University Center for Human Values at Princeton University and membership at the Institute for Advanced Study, Princeton. This was at a time when research for its own sake was an integral part of UMSL strategic plan.

Research for its own sake or intellectual merit now plays a seemingly less important role in UMSL's strategic plan and instead research should be "integrated into student learning to fulfill our metropolitan land-grant mission." While in itself such a qualification is good, some Administration has interpreted it to mean that a semester or year of complete course reduction, i.e., no teaching obligations for a year or a summer, should be minimized if not eliminated. While such policies need not unduly hurt research in the lab science, where research grants are used primarily to support labs, it is devastating for research in the humanities. The most prized possession for a researcher in the Humanities is time. To be told that one's teaching load only will be reduced to a single three-hour course does not encourage faculty to spend the long hours required to craft a proposal for external funds.

Despite this fact, our faculty in the past three years has submitted grants to the UM-Research Board, the National Science Foundation and the Humboldt Foundation.

C. Graduate Faculty and Student Research

Since the graduate program in the Department of Philosophy is only a terminating Master's Degree, we do not have dissertation committees. We do, however, have thesis committees and thesis chairs (described at IV.B.4). The Department's

commitment to student research has proved hugely successful and beneficial for our students. For example, Anthony Ruffus (graduated 2013) and Jon McGinnis co-authored a paper, “Willful Understanding: Avicenna’s Philosophy of Action and Theory of the Will,” [*Archiv für Geschichte der Philosophie*, 97 (2015): 160–195], which began as Mr. Ruffus’ thesis. Moreover, recently Graham Renz (graduated 2016) had accepted his paper “Form as Structure: It’s Not So Simple” [*Ratio* (forthcoming)], which started out as a seminar paper in Professor Olin’s course. Also Mr. Renz has had a Revise and Resubmit from *Philosophia* for his article ““It’s All in Your Head: a Solution to the Problem of Object Coincidence”,” which is a revised version of his thesis. Mr. Renz also has presented his research at nearly half a dozen professional conference while at UMSL.

The Department is proud of the fact that almost half of its faculty is listed as research mentors by [the Student Research Office](#). Those number are in reality greater since the Department’s two new, Assistant Professors, both have indicated a willingness to be a research mentor, but have not been listed by the Student Research Office as such yet. The value of promoting student research is clearly embedded in UMSL Philosophy.

VI. Community Engagement

The Department strives to create new and more effective community partnerships, whether through the formation of philosophy clubs and other cooperative activities with high schools or forging links with other local organizations, such as the Jewish Federation and other local universities. The nature of the Department’s engagement with the community is multifaceted as hopefully some examples witness.

- Our faculty is directly involved in the Students and Teachers as Research Scientists (STARS) program. STARS pairs academically talented high school students with more than 60 local scientists and top researchers from Array Bridge, Confluence Discovery Technologies, the Donald Danforth Plant Science Center, Saint Louis University, Washington University in St. Louis and the host institution, UMSL.
- Our faculty advises and supports a number of student-led efforts to address local needs. For example, helping create an off campus cafe designed to provide free food and wifi for students with food access problems or working with students on

an event addressing the ethical problems associated with factory farming in the state.

- All of the applied ethics courses that we teach are geared specifically to train students in programs who will go on to work in St. Louis health workers, business community and the like.
- The Department has created philosophy clubs in neighboring high schools. Graduate students go to high schools between once a month and every six weeks to discuss various topics and/or readings. Additionally, clubs are invited to sit in on portions of philosophy lectures at UMSL; for example, in FS2015, the Richmond Heights School club with over 12 members sat in and were active participants in our Plato seminar.
- Our faculty works closely with the Advance Credit Program. This program offers qualifying, high-caliber high school students in select schools the opportunity to earn college credits and become familiar with the college experience while still in a high school setting. This past year UMSL Philosophy created \$1000 worth of scholarships (= 5 scholarships that fully pay for three-hour of UMSL course credit) so that students in the Ferguson Florissant school district could take a college credit Introduction to Philosophy course.
- The Department is also in the process of coordinating with local high school administrators in St. Louis city in order to promote UMSL and UMSL's offerings in philosophy, as a part of their regular curriculum. In particular, the Department hopes to incorporate a visit from UMSL Philosophy faculty annually to a course already offered to sophomores and juniors high school students. The course is designed to encourage them to begin planning for their educational and career related options earlier rather than later. The Department envisions the program as an opportunity to both advertise UMSL's value as the only, world-class public research institution in town (relative to schools like e.g. Lindenwood), but also to introduce philosophy and promote the Department's other existing initiatives.
- The Department has forged links with the Jewish Federation to pioneer new partnerships between our faculty and students and the community.
- The Department currently engages in efforts to partner with the graduate directors at Washington University in Saint Louis and at Saint Louis University in order to generate additional resources to fund the Philosophers' Forum annual Gateway

Graduate Conference. The hope is that by opening the conference up, our UMSL students will be able to continue attracting a healthy number of submissions for their event and to afford exciting keynote speakers. At the same time, fostering a multi-university collaboration for the conference is a way of increasing our student's exposure to what is going on in St. Louis' broader philosophical community and spreading the word about UMSL's masters program to advanced undergraduates from other local programs.

- UMSL philosophy is the original home for the SLACRR conference (St. Louis Annual Conference on Reason and Rationality), which provides a forum for new work on practical and theoretical reason, broadly construed and draws participants locally, nationally and internationally.
- The Department supports and organizes the annual meeting of SLAPSA (St. Louis Area Philosophy of Science Association).
- UMSL Philosophy actively promotes and advertises philosophy events and philosophy sponsored events on UMSL campus to the faculty in community colleges and other research-focused philosophy departments in St. Louis. One example of such an event is the upcoming UMSL Neuroscientific Research Showcase hosted by the Center for Neurodynamics in which Philosophy faculty are closely involved and to which the Department has provided funds. The Department is advertising the event widely to students in the philosophy of mind and related courses, as part of an effort to increase awareness of the opportunities available to our students to engage in research on campus. The goal is to raise awareness regarding the philosophy Department's own Neuroscience certificate program.
- Finally our faculty are personally involved in any number of community projects ranging from helping in their synagogue, teaching in sunday school classes, leading Boy Scout and Girl Scout troops to being expert consultants for the local news.

VII. Resources

A. Faculty Resources

It is the perennial topic of discussion during departmental meetings that UMSL philosophy does *not* have an appropriate faculty composition, whether in size, expertise or diversity. The average number of tenured or tenure-track faculty at terminal M.A. programs in Philosophy at comparable Universities (which for UMSL is The Minter Group) in 2015 was 11.3. Our Department is now at 5. Two years ago when the Department lost three of its six tenured faculty (which included two of its then three female faculty members), we had to fight to get two replacements. The result is that we now suffer an obvious gender disparity and have no one to cover courses or theses dealing with topics in aesthetics.

The teaching and service work load in the Department is distributed equally among its 5 research professors and 4 teaching professors. Teaching professors have an effort distribution of 80% teaching, 20% service, which translates into four courses per semester. Research professors have a 40%-40%-20% distribution, which translates into teaching two courses per semester *provided they remain research intensive* (see V.A for the Department's criteria for research intensive). Should a research faculty regularly fall below the criteria for research intensive, there would be a corresponding workload adjustment to a 20%-60%-20% load, which translates into teaching three courses per semester. As for the Department's use of part-time faculty, it is both limited and selective in a way to ensure excellent part-time faculty whose level of departmental support is above the College average.

Concerning mentoring, the Department has instituted weekly, informal mentoring sessions since Lauren Olin and Billy Dunaway have joined the Department two years ago. During these mentor meetings the tenured faculty members make themselves available to answer questions and give advice that helps provide the junior faculty with the resources they need to succeed at UMSL, both in their research and teaching.

B. Other Resources

Various University structures, processes and institutions both promote and hinder the Department in its goals. Certainly centers like the Center for Teaching and Learning have been immensely helpful in the design and construction of numerous new online philosophy courses, which the Department now can offer. The Center's activities have been invaluable in helping our goal of facilitating the ease with which students can complete a minor in philosophy wholly online. Also the willingness of the College of Arts and Sciences to provide matching funds for such Philosophy activities as the SLACRR conference, the Gateway Graduate Students, matching philosophy money for

scholarships for AP students, etc. has played a tremendous role in promoting philosophy and our Department's goals. Furthermore, UMSL's technological support, which all of us enjoy, whether for instructional, administrative or research goals, is a great benefit, even if the arcana of the fee structure for the BITS program (basic Information Technology Services) remains forever shrouded in darkness to everyone at the University.

On the other side, the University's emphasis on teaching with an almost exclusive focus on future vocations to the exclusion of pure research has an unfortunate side effect: Philosophy is perceived as impractical. Indeed, the ubiquitous rumors by administrator of "philosophy's being impractical" have gotten back to all of us in Philosophy and do not help with our goal of promoting a set of portable skills that have real application across multiple disciplines. Philosophy is very much invested in supporting and furthering UMSL strategic plan but to do that UMSL must also support all the humanities and their efforts to provide these portable skills.

The Department was asked to compare itself with our peer institutions in the Delaware Study.³ The only full report of that study that we could find online was from 2003, which makes it extremely dated. Comparing our faculty with the data from 2003, our *current* faculty are doing slightly better salary-wise than our 2003 peers, but with the rise in the cost of living and inflation over the past 13 years, this fact probably does not bode well for a comparison of ourself with our 2016 peers. More recently, the College of Arts and Sciences distributed a comparison by department for cost per Student Credit Hours (SCH) in dollars. Philosophy's cost per SCH is \$126.37, which made it the second *least expensive* department in all the College of Arts and Sciences coming after Sociology.

Finally, when asked, "If more resources were available where would you invest those funds?" the answer must be additional faculty first and then raises to rectify the salary compression of current faculty.

VIII. The Future

At the beginning of AY2014–2015 the Department updated its own five-year Strategic Plan. The updated Strategic Plan consists of five priorities, which (in relative order) are: (1) to rebuild the Department after its series of devastating faculty losses, (2) to hire

³ Unfortunately, at the time of this self study, the report resided on a secure site in UMSL's Institution Research to which we did not have access. While IR extracted the data for Philosophy from the FY2014 and FY2015 Delaware studies, it was raw data without explanatory headings that would make the data intelligible for comparison.

cross-disciplinary faculty, (3) to increase the number of majors and degrees granted, (4) to pursue a B.S. in philosophy and (5) to increase available support for graduate students. Again UMSL stated strategic plan is that “by 2018, UMSL will increase the annual number of degrees conferred by 20% through an enriched UMSL experience with enhanced relationships and more research and community engagement integrated into student learning to fulfill our metropolitan land-grant mission.”

It is the Department’s heartfelt belief that all of our strategic goals directly contribute the UMSL strategic goals. (1) can only be achieved by achieving points (2)–(5). (3) is directly relevant to increasing the number of UMSL students graduating, as is (5), which would allow graduate students to complete their degrees in a more timely fashion. (2) is inspired by the Department’s recognition that the practical values of philosophy are achieved only when put into practice in other disciplines, and again the land-grant university’s mission is to teach practical skills “without excluding ... classical studies.” Point (4) grew out of the same inspiration that gave life to (2). The Department has made advances toward this goal and now students who double major with a B.A. in Philosophy and a B.S. degree in Biology, Biochemistry and Biotechnology, Chemistry, Computer Science, Mathematics, or Physics may replace the foreign language requirement with additional STEM area courses. The intent is to facilitate double majors in philosophy.

In the midst of multiple ambitious projects, the Department is deeply concerned about what the next five years will hold. Since the last review the number of full-time faculty has shrunk by 25%, jeopardizing not only the Department’s long and rich research tradition, but also its capacity to cover its own curricular obligations. Unfortunately, the current budget situation on the campus does not augur well for a prompt recovery. The Department does not fear transition—after all, philosophy has historically been at the forefront of most changes in sciences, education and academia since its very inception—but it would hardly welcome diminishment. Insofar as the review process can help us envision a future in which a leaner department can nevertheless be an even more effective and productive one, we welcome this opportunity to catalogue our capacities and accomplishments.