



Post- Program Review Response and Action Plan

Instructions: *The program prepares an action plan for the next 5 years. This step is an opportunity for the program to reflect on the findings of the self-study, and external and internal program review reports. Through the development of the action plan, the program may address areas of concern with plans for improvement and/or new opportunities. Categorize all actions into one of the following areas: Program/Curriculum, Student Learning & Assessment, Student Success, Faculty, Staff, Facilities/Space, Equipment, Computing Resources, Operating Budget and Other. The Dean of the College reviews the self-study, program review reports, and action plan draft, and provides their recommendation(s). It is advisable that a draft of the action plan be shared with the program's tenured/tenure-track faculty prior to the discussion with the dean. Program tenured/tenure-track faculty sign the final document after discussion with the dean.*

Name of Degree Program: B.A. Philosophy – General and Law Society Options

Name of Department: Philosophy

Name of College: College of Letters, Arts, and Social Sciences (CLASS)

Program Response:

External reviewers, Professor Nellie Weiland (CSU Long Beach) and Professor Amy Kind (Claremont McKenna College), visited the department virtually on April 13, 2023 and on-campus on April 18, 2023. Also, internal reviewers, Amàlia Llombart (English and Modern Languages) and Stephen Osborn (Geological Sciences), visited the department virtually on March 14, 2023. The Philosophy Department has carefully read both the Internal Reviewers' and External Reviewers' Reports, discussed the reports, and formulated a response and action plan.

Summary:

The external reviewers wrote glowingly of the Department's activities, noting our "exemplary articulation of the ways in which the values of belonging, equity, and justice are integrated into [our] community, curriculum, attention to program structure, events and programming, and outcomes". They further note that "concrete evidence of these commitments and outcomes" are realized in our work. The external reviewers commended the Department on our many and varied high-impact practices, characteristic of the "polytechnic experience," and the internal reviewers also noted the ways in which these activities exemplify the Polytechnic identity. Both reviews highlighted the ways in which the Department has actively designed and implemented practices that aim to empower students and create a more equitable learning experience. Finally, both reports note that our Department is collegial, supportive, and incredibly productive. The external reviewers concluded that "the Department is a high functioning, vibrant group who are meaningfully contributing to the core values of the College and the University as a whole."

The external reviewers note, in particular, that the Department's high-impact teaching practices are "extraordinarily impressive" and so exemplary that they should be studied by the broader



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University. Moreover, they identified that we are “committed to high instructional standards,” which makes students “well-positioned to achieve the learning outcomes that are priorities of the program (and, more generally, for the university and for employers).” However, the external reviewers further write, “The primary threat to the Department comes from the limitations of resources.” They conclude that the many strengths of the department are unsustainable without a significant and sustained commitment on the part of the College and the University to supporting the Department in our activities.

The major challenges posed by the limitations of resources can be roughly sorted into the following areas: 1) workload, 2) administrative upheavals and support, and 3) recruitment.

Specific Challenges and Response:

1. *Workload and Student Success*

- As noted by the reviewers, the Department faculty are “sorely overworked.” In particular, they write, “The change from the quarter system to the semester system was not a net neutral in terms of the impact on faculty time.” It is of the utmost urgency that the administration recognizes that, on a 4-4 load, faculty are serving more students on a daily basis by teaching more units at a single time.
- Combined with dramatically decreased and more competitive opportunities for release time, the increase in teaching load has led to the faculty being significantly overworked, which, in turn, has had a negative impact on faculty morale and, frankly, wellbeing.
- The Department is concerned about faculty retention under the current workload, and faculty turnover leads to further increases in workload for remaining faculty.
- Department faculty are committed to very high instructional standards, but these standards are existentially threatened under a 4/4 workload, especially with high class enrollment caps.
- Due to budget challenges, there is growing concern that the teacher-scholar model will not be adequately supported going forward, and there is concern that there will not be support for (sometimes low-enrolled) high-impact courses. Insufficient support for research release time and high-impact courses weighs heavily on morale. Our hope is that this is short term, and the University finds a way to budget to support both research release and these valuable Polytechnic classes.
- At the end of this academic year (2023/2024), the department workload burden will be compounded by the completed phased retirement of our colleague, John Ding.

Response:

- We agree with the reviewers that workload is the most significant challenge facing our department and that “a loss of these high instructional standards would be a loss to the University as a whole.” We plan to continue meeting with the Dean to have a focused discussion of workload. We hope to form a Faculty Workload Relief Action Plan in cooperation with her office. We will also work with our union, the CFA, towards a fairer system-wide contract that acknowledges, accurately describes, and compensates us for the varieties of faculty work.
- The preservation of the Department’s high-impact practices is paramount to student success and central to our workload concerns. Moreover, they have been threatened by

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administrative turnover and constant changes in support. Thus, to protect these signature high-impact practices integral to our high curricular standards, we also plan to apply for “PolyX” designation for these courses, given that they so clearly satisfy the criteria for this designation. Beyond this, we ask for the College and University to designate resources for permanently supporting the high-impact, integrative, and experiential learning experiences it champions as distinctive of a Polytechnic education.

- Part of the workload problem is the service burden placed upon small departments. We are asked to bear an equal load on college committees, but given our small size, faculty are spread thin. We ask the Dean to allow for our department to rotate in and out of certain, less crucial, College committees.
- We will continue to seek a tenure-stream replacement for our colleague, John Ding, in the hopes that the department faculty workload burden will not be worsened and to continue to serve students by offering a broader set of curricular opportunities. Dr. Ding has been the sole tenure-stream instructor in the Department with the expertise to teach six of our courses, namely, PHL 2200: Religions of the World, PHL 3030: Philosophy of Religion, PHL 3040: Philosophy and Religion of Japan, PHL 3050: Philosophy and Religion of China, PHL 3060: Philosophy and Religion of India, and PHL 3280: Philosophy of Asian Martial Arts and Meditation. These courses are either essential to our major, which requires students to take at least one course in Comparative Philosophy, or essential to General Education at CPP. Moreover, as CPP in general and CPP Philosophy in particular have high proportions of Asian and Asian-American students, it is vital that our Department be able to continue offering courses that resonate with the experiences and intellectual traditions of all of our students. Our remaining part- or full-time instructors are not currently qualified to teach the rich philosophical traditions of South or East Asia.

2. Administrative Upheavals and Support

- CPP has undergone a great deal of administrative turnover in recent years. Planning around new and ever-changing administrative priorities and opportunities is extremely difficult and time-consuming. And not being able to reliably predict what priorities and opportunities will be in the future undercuts the Department’s ability to move forward on innovative learning projects and practices. The Department has put considerable energy into successful projects that have not received needed support to continue on. Moreover, administrative turnover not only undermines innovative curricular and learning projects; it also negatively impacts faculty morale.
- A second serious form of administrative upheaval is the continuous turnover of Academic Support Coordinators (ASC). Having dedicated and competent administrative support from an ASC is absolutely essential for Departmental success. ASCs are extremely undervalued and under-compensated for the important work they do, making it exceedingly difficult to hire and retain people who perform well in the position. The negative impacts of the manufactured turnover of ASCs are compounded by the slow and difficult process of finding and training a replacement, who, once trained and doing well in the position, has great incentive to find a better-compensated position elsewhere in the University. The loss of our recent and excellent ASC is a prime example of this accepted form of regular upheaval. And all this means greater and greater administrative offload onto faculty, further adding to the workload burdens and negatively impacting morale.

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Response

- We sincerely hope that administrative positions stabilize in the near future and a clearer consensus around program planning and priorities takes shape. We will be active in meaningful faculty oversight and review of the administrative decisions that cause regular and, in some cases, massive upheaval for the campus community.
- We acted as quickly as possible to find and fill our open ASC position and have a new ASC joining the department at the end of October, after the position was vacated in May.
- We will continue to discuss with the Dean how important the retention of a permanent, dedicated, and competent ASC is to the basic functioning of the Department. We hope to receive renewed commitment and ongoing support for adequately staffing the Department office, but we plan to vigorously advocate for our new ASC's retention, including advocating for regular salary increases, and will inform them of, encourage their participation in, and support their efforts in the staff union.

3. Recruitment and GE Support

- The external reviewers note, "The Philosophy Department has a unique and successful program to advertise to students but limited means of sharing." As they write, "Small programs often require all faculty to be hands-on in student outreach and recruitment, alumni outreach, university governance, community outreach, and interdisciplinary collaboration. But all of this important work is layered on top of other teaching, research, and service commitments." We have been engaged in ongoing recruitment efforts, but these efforts are not coordinated and consistent, and they are always additional work on top of our already burdensome and increasing workload.
- GE-serving departments face the challenge of repeated revisions to the GE pattern within the CSU and in California more broadly. Moreover, disciplines in the arts, humanities, and social sciences are threatened by the continued onslaught to their roles in the GE, despite their outsized role in servicing the GE and in training core skills for students (like critical thinking, written communication, and oral communication). The fallout from AB928 threatens even greater restrictions on the Department's ability to serve GE, which was already drastically reduced by CPP and CSU decisions around GE breadth (e.g., the College of Engineering no longer required to take classes in A3 and the collapsing of categories in Area C).

Response

- We will form a Recruitment Committee with the short-term goal of developing a Department recruiting plan.
- A top priority in training our new ASC will be aiding us in implementing our recruitment efforts. We need a more centralized and consistent mode of communicating the Department's activities and accomplishments, and we plan to train our ASC to fulfill this role.
- We condemn the repeated attacks on GE and to philosophy's role in GE in particular. Part of these attacks come from decisions about CSU breadth made by the Chancellor's Office. For example, the decision to collapse categories C2 and C3 into a unified C2 category and to allow the additional required class to be satisfied by an additional course in C1 had devastating consequences for Philosophy. Some of the attacks come from

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broader statewide legislation and the CSU’s responses to that legislation. AB928, the adopted Cal-GETC pattern and standards, and the eventual revision to CSU breadth that will come as a result all promise future devastation. But some of the attacks are found in GE decisions made at CPP. For example, CPP decided to allow core classes in Engineering majors to count as satisfying the A3 Critical Thinking GE requirement, which effectively withdrew the College of Engineering from this area of the GE breadth requirements and was a move that significantly negatively impacted the Department’s role in educating students in foundational critical thinking skills.

- We will be active in fighting to maintain robust GE breadth in the face of these attacks and to revitalize the GE program at CPP (as part of the University Strategic Plan, Initiative 1 Goal 4). Dr. Turner was part of a team that drafted the now-adopted General Education Meaning and Purpose Statement (GEMPS). Dr. Aragon was involved in the review of the now-adopted revised GE Student Learning Outcomes (SLOs). Dr. Aragon currently serves as the Chair of GE Standing Committee of the Academic Senate, is helping to articulate CPP’s desired pattern and standards for GE breadth, and will be centrally involved in implementing whatever pattern and standards are ultimately adopted. Dr. Turner has recently joined the GE Committee to help in this work. And we will continue to take active leadership roles in the ongoing revisions to GE.
- We will consider new ways to be involved in GE—for example, by renaming courses or offering courses in new areas—in response to the new GE pattern and standards.

Short Term Priorities – Minimum of 5 key items that will take 1 to 2 years to implement

Category	Proposed Action	Responsible Parties	Resources	Timeframe – Start and End
Workload and Student Success	<u>Relieve Faculty Workload</u> Develop a Faculty Workload Relief Action Plan in consultation with the Dean’s Office	Full-time faculty Department Chair CLASS Dean’s Office	Time – Meeting time with the Dean	Start: Fall 2023 End: Spring 2024
Workload and Student Success	<u>Maintain high-impact practices and high instructional standards</u> Form a department PolyX Experience Committee to designate existing and develop new courses as PolyX	Full-time faculty Department Chair CLASS Dean’s Office PolyX Experience Committee	Financial – Retreats to support this new work. Assigned time to develop and revise PolyX courses	Start: Fall 2023 End: Spring 2025

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Workload and Student Success	<p><u>Replace essential retiring faculty</u></p> <p>Hire a replacement for Dr. Ding, who completes phased retirement this AY, to continue to offer courses in Comparative Philosophy</p>	<p>Full-time faculty</p> <p>Department Chair</p> <p>CLASS</p> <p>Dean's Office</p> <p>Provost</p> <p>President</p>	<p>Financial –</p> <p>A tenure-track line to replace Dr. Ding</p>	<p>Dr. Ding completes retirement this AY and needs to be replaced as early as AY 2024-2025</p>
Administrative Upheaval	<p><u>Recruit and retain a first-rate ASC</u></p> <p>Discuss with the Dean's Office the need to staff our office on a permanent basis, advocate for our new ASC's salary increases, and discuss staff union resources with new ASC.</p>	<p>Full-time faculty</p> <p>Department Chair</p> <p>CLASS</p> <p>Dean's Office</p>	<p>Financial –</p> <p>Advocate for compensation package that will retain quality ASCs</p>	<p>Start: October 30, 2023</p> <p>End: Ongoing</p>
Recruitment and GE Support	<p><u>Recruitment Plan</u></p> <p>Form a Recruitment Committee that will draft an initial Recruitment Plan by the end of AY 23-24</p>	<p>Full-time faculty</p> <p>Department Chair</p>	<p>Time –</p> <p>Assigned time for service</p>	<p>Start: Fall 2023</p> <p>End: Spring 2024</p>
Recruitment and GE Support	<p><u>Communications</u></p> <p>Train our new ASC to update the website and manage communications (email, social media) for the department to better communicate our activities and accomplishments</p>	<p>Full-time faculty</p> <p>Department Chair</p> <p>CLASS</p> <p>Dean's Office</p>	<p>Time –</p> <p>Assigned time for service</p>	<p>Start: Fall 2023</p> <p>End: Ongoing</p>
Recruitment and GE Support	<p><u>Leading in protecting and revitalizing GE at CPP</u></p> <p>Chair and serve on the GE Committee, help draft and revise CPP pattern and standards, consult on integrating new GE SLOs,</p>	<p>Full-time faculty</p> <p>GE Chair, Dr. Aragon</p>	<p>Time –</p> <p>Assigned time for service</p>	<p>Start: Fall 2023</p> <p>End: Fall 2025</p>



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	and lead implementation of new pattern and standards		
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Long Term Priorities – Minimum of 5 key items that will take 3 to 5 years to implement.

Category	Proposed Action	Responsible Parties	Resources	Timeframe – Start and End
Workload and Student Success	<u><i>Retain full-time faculty</i></u> Institutionalize within the department protections against increased workload, develop collective strategies for managing faculty workload, revise service practices to eliminate unnecessary and uncompensated service	Full-time faculty Department Chair CLASS Dean’s Office	Time Financial	Start: Fall 2023 End: ongoing
Workload and Student Success	<u><i>Achieve a fair contract</i></u> Work in solidarity with the CFA toward a contract that corrects for the increase in teaching load from Q2S conversion and correctly categorizes and compensates faculty for the varieties of their work	Full-time faculty Unit 3 CSU Workers CFA CSU administration	Time Financial	Start: Spring 2024 End: When a new contract is reached (this could take anywhere from one to three years)
Workload and Student Success	<u><i>Curricular redesign</i></u> Continue to develop and implement ongoing curricular redesign project organized around foundational skills-based SLOs and high-impact practices	Full-time faculty Department Chair	Time – Assigned time to write new ECOs, curricula documents, assessment plans, and complete other formal requirements	Start: Fall 2023 End: Spring 2028

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Recruitment and GE support	<u>Revising GE offerings</u> Re-name current GE offerings, develop new GE classes, and offer courses in new areas	Full-time faculty Department Chair	Time – Time to write and revise ECOs	Start: Fall 2024 End: Spring 2027
Recruitment and GE Support	<u>Implement recruitment plan</u> Aim to grow levels of majors to normal levels (in recent history)	Full-time faculty Department Chair	Time – Assigned time for major recruitment and retention	Start: Fall 2023 End: Spring 2028



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Signature Page

Department Faculty Name	Signature
Dale Turner, Chair and Professor	<i>Dale Turner</i> 03/05/2024
Corwin Aragon, Associate Professor	 <small>Corwin Aragon (Mar 5, 2024 12:46 MST)</small> 03/05/2024
Itzel Garcia, Assistant Professor	<i>Itzel Garcia</i> 03/05/2024
Katherine Gasdaglis, Associate Professor	<i>Katherine Gasdaglis</i> 03/05/2024
Brian Kim, Associate Professor	<i>Brian Kim</i> 03/05/2024
Alex Madva, Associate Professor	<i>Alex Madva</i> 03/08/2024
Peter Ross, Professor	<i>Peter Ross</i> SABBATICAL (F23) 03/08/2024
Christine Wieseler, Assistant Professor	<i>Christine Wieseler</i> 03/08/2024
Instructions: All tenured and tenure track faculty should review the response and action plan, and sign the document after discussion between the college dean and department chair. The final signed copy should be sent to the Office of Assessment and Program Review, apr@cpp.edu .	

Dale Turner

03/05/2024

Click or tap to enter a date.

Department Chair

Corwin Aragon (Mar 8, 2024 18:46 PST)

03/08/2024

Click or tap to enter a date.

Dean

03/08/2024

Click or tap to enter a date.

Office of Assessment and Program Review