FT Philosophy Faculty Replacement
Social Sciences Division
September 2015

1)   Does the loss of a faculty member bring that department to having NO full-time faculty?

Yes. Since the founding of Cañada College in 1968 there was *at least* one full-time philosophy faculty member. In some years, there were *two* full-time philosophy faculty members. Today, there is none.

2)   Are there any special regulations such as law, Title 5, Education Code, Student Success Initiative, or accreditation standards, etc., that would require a minimum of one full-time faculty member?

No.

3)   Are the offerings/services in the department integral to transfer pathways (required courses) or to CTE programs? Or, are all of the offerings general education?

Yes.   The philosophy department at Cañada College remains a foundational and integral discipline for transfer pathways to both the CSU (AA and AA-T) and the UC systems.

CSU General Education: Philosophy 103 and Philosophy 200 are among two of only five courses that fulfill the A3—Critical Thinking requirement for the CSU GE. Having a full-time faculty member in philosophy will help ensure these courses will be offered, taught, and modified enabling a greater number of students to transfer to CSU. This past semester, with only two philosophy adjuncts and a limited number of course offerings, students seeking to complete their A3 Critical Thinking requirement were forced to enroll in one of three classes: English 100, English 165, or Political Science 103. As a result, classes were filled to capacity and many students were turned away from a lack of space.

IGETC General Education: Many Cañada College students transfer to the UC system. The philosophy department remains a core discipline that helps students fulfill their IGETC requirements. Currently, there are six philosophy classes that fulfill Area 3— Arts and Humanities section: Philosophy 100, 160, 190, 240, 300, and 320.

CSU/UC Transferable Courses for Degree Credit: The rich and varied course offerings in the department of philosophy also enable students to receive course credit towards their baccalaureate degree for both the CSU and the UC systems. Below is a listing of philosophy courses that are transferable for degree credit:

Transfer Courses CSU: Philosophy 100, 103, 160, 190, 200, 240, 300, 320, 680-689, and 695.

Transfer Courses UC: Philosophy 100, 103, 160, 190, 200 240, 300, and 320.

Finally, Cañada College is the only philosophy department in the district and one of only a few community colleges in California that approaches the teaching of philosophy from a multicultural perspective (thus aligning perfectly with many of the goals, missions, and objectives of the college and the EMP). One example of this is Philosophy 320: Asian Philosophy that provides students with an opportunity to explore the philosophical ideas of East Asian societies.

As the former full-time professor of philosophy notes, philosophy is defined in a much broader sense—an intellectual orientation that is not merely rational but spiritual, empirically grounded in both the cosmic and transcendental realities, and framed by social, political, and ethical considerations.

4) **Does the request support the goals of the college strategic plan located in the Educational Master Plan?**

Yes. The philosophy department course offerings support the goals of the college located in the EMP. Below are the four major goals for the college as outlined in the report. The highlighted areas are directly related to the philosophy department.

1. Teaching and Learning: Equip students with the knowledge and transferable skills so they can become productive citizens in our global community; provide clear pathways for students to achieve educational goals; invest in opportunities to promote engagement; conduct professional development; and create innovative and flexible learning systems.

2. Completion: Commit to student completion of certificates, degrees, and transfer; and create pathways which support the success, retention, and persistence of students in their educational goals.

3. Community Connections: Build and strengthen collaborative relationships and partnerships to support the needs of our community.

4. Global and Sustainable: Promote shared responsibility for our environment and social justice; and create a diverse and culturally enriched community of global citizens.

The philosophy department course offerings and their SLOs also align perfectly with the college's mission as well as its values. The highlighted areas below overlap with the philosophy department.

Canada College Mission: Cañada College provides our community with a learning-centered environment, ensuring that students from diverse backgrounds have the opportunity to achieve their educational goals by providing transfer, career, and basic skills programs, and lifelong learning. The college cultivates in its students the ability to think critically and creatively, communicate effectively, reason quantitatively to make analytical judgements, and understand and appreciate different points of view within a diverse community.

The philosophy department course offerings align perfectly with the Institutional Learning Outcomes. The highlighted areas directly connect with the philosophy department.

Critical Thinking: Select, evaluate, and use information to solve problems, investigate a point of view, support a conclusion, or engage in creative expression.

Communication: Use language to effectively convey an idea or a set of facts, including the accurate use of source material and evidence according to institutional and discipline standards.

Community: Understand and interpret various points of view that emerge from a diverse world of peoples and/or cultures.

Scientific and Quantitative Reasoning: Represent complex data in various mathematical forms and analyze these data to make judgements and draw appropriate conclusions.

And finally, the course content in philosophy aligns perfectly with larger goals and missions of the SMCCD. The highlighted areas directly connect with the philosophy department.

Provide a breath of educational opportunities and experiences which encourage students to develop their general understanding of human effort and achievement.

Provide lower division programs to enable students to transfer to baccalaureate institutions.

Provide educational/occupational training programs directed toward career development, in cooperation with business, industry, labor, and public service agencies

Celebrate the community's rich cultural diversity, reflect this diversity in student enrollment, promote in its staff, and maintain a campus climate that supports student success.

5) **Are the offerings/services in the department rapidly changing, related to technology standards, or closely connected with local industry needs and/or standards?**

The Cañada College philosophy department and its course offerings, while not providing specific courses in technology, provides a strong liberal arts education that cultivates and encourages free-thought and creativity; the real and often socially undervalued genesis of new ideas and technological development. The department also fosters a multicultural awareness of diverse intellectual assessments and perspectives on different issues that empowers students to assimilate themselves into this modern and globalizing world.

In addition, these courses teach communication and critical thinking skills – including abilities to express ideas clearly, work with ambiguity, and analyze different viewpoints in decision-making contexts – that are becoming increasingly valued by software and tech companies.

The philosophy department is working on expanding its online offerings. Over the past several semesters, Phil 100 has been offered online with extremely strong enrollment— it's almost always filled to capacity. This semester, for example, the adjunct faculty teaching Phil 100 online had to turn away a number of students because the course had already filled. A new full-time hire will be needed to help meet the strong student demand as well as develop more course offerings online. One course, for example, that needs to be developed quickly is Phil 103: Critical Thinking. Phil 103 and 200 have already been approved by the CC for online classes.

Organizations and associations around the country are increasingly coming to a similar conclusion. For example, launched in 2005, Liberal Education and America's Promise (LEAP) is a national public advocacy and campus action initiative of the Association of American Colleges & Universities (AAC&U). LEAP champions the importance of a twenty-first-century liberal education—for individual students and for a nation dependent on economic creativity and democratic vitality.

For more information see **https://www.aacu.org/leap**

6) **Do the data indicate a demonstrated program/service need?**

Yes.

Currently there are only four sections of philosophy offered in the fall of 2015. Each of the courses has solid enrollment reflecting strong student demand. Philosophy is tied for the second highest load in the HSS division at 533. Only history is higher at 561 and the division average is 423. The data from the census indicates that the philosophy department is running at 84% capacity (140 students enrolled out of a maximum of 170): Philosophy 100 (47/45), Philosophy 100 Online (44/45), Philosophy 240 (22/40), and Philosophy 300 (29/40). These strong figures are remarkable especially when taking into account that Phil 240 and Phil 300 are being taught by a new adjunct hire. These figures are likely to grow in the spring and should be reflected in the enrollment figures that will come out in November. A full-time replacement hire is urgently needed to meet this

demand and to reintroduce the full spectrum of courses required for the AA degree in philosophy.

The lack of offerings has created a bottleneck for students seeking to fulfill their critical thinking requirements.   This limited offering is in sharp contrast to the course offerings over the past several decades. Just as recently as 2013/2014, 13 different philosophy sections were offered in the academic year.

As the data from the past demonstrates, philosophy courses have been a staple at Canada College since its inception drawing large numbers of students from a wide variety of backgrounds.

Taking into account data available from 2009 to 2014, it becomes evident the philosophy department was meeting the demands of large numbers of diverse student populations (and almost entirely by one full time faculty member). Enrollments most semesters have been solid with figures as high as 454 in 2011 and with retention rates as high as 92% in the summer of 2010. In fact, retention rates in philosophy have been, on average, above the college's retention goal rate of 84%.

Demographic data indicate a diversity of races, a somewhat balanced gender distribution, and a very wide range of ages.   The wide diversity of the population served aligns well with the overall goals and mission statement of the college.

An analysis of productivity indicates a strong, consistent, and productive history. Although, WSCH dipped slighting in 2013/2014, WSCH has been consistently higher in early years. As recently as 2011, WSCH was 1,171 and Load 567.

For more specific data points please refer to link:

http://canadacollege.edu/programreview/datapackets1314.php

Finally, it should be noted that some of the data does not fully reflect student demand. For 45 years, the philosophy department has sponsored the Philosophy Club. Originally founded at Canada, it later incorporated faculty members from Skyline College and the College of San Mateo. To this day, it continues to draw large numbers of students.

7)   Is this request in your Annual Plan?

Yes. The previous full-time philosophy faculty stated explicitly in the previous program review that "looking ahead, a second full-time hire will be necessary given the number of course offerings, sections, and online components. Currently, the FTE of the department is 1.2, and with continued emphasis on online instruction, hiring of a new full-time faculty member in the future is needed."