



Program Review and Planning

OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

[We are using the Strengths, Opportunities, Aspirations, Results \(SOAR\) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.](#)

BASIC PROGRAM INFORMATION

Academic Year
2018-2019

Are you completing a comprehensive or annual PRP?
Annual

Department Name
Behavioral Sciences

Discipline Name
Philosophy (PHIL)

Department Chair Name
Dillon Emerick

Division Name
Social and Behavioral Sciences

Website address for your discipline
<https://www2.palomar.edu/pages/philosophy/>

Discipline Mission statement

The mission of the philosophy discipline is to help students develop into independent and critical thinkers enthusiastic for civil debate, able to express ideas with clarity and grace, equipped with ethical and civic values, who will be prepared for, and positively impact, an interdependent and ever-changing world. We strive to do this by teaching students to write and to think clearly, to read carefully and critically, to reason effectively, systematically, and charitably, and to reflect on major questions concerning moral values and the good life, on the nature of knowledge and belief, on the nature of persons and minds, and on existential questions concerning the physical, social, and environmental reality of the world in which we live.

[\(click here for information on how to create a mission statement\)](#)

Does your discipline have at least one degree or certificate associated with it?
Yes

Are any of your programs vocational (CTE/CE)?
No

List all degrees and certificates offered within this discipline.
AA-T in Philosophy

Please list the names and positions of everyone who helped to complete this document.

Dr. R. Dillon Emerick Professor of Philosophy
Dr. Jeff Epstein Assistant Professor of Philosophy
Dr. Michael Lockett Professor of Philosophy

Full-time faculty (FTEF)

3.2

Part-time faculty (FTEF)

3.4

Classified & other staff positions that support this discipline

1 ADA (that ADA serves Philosophy, Religious Studies, Anthropology, and Archeology)

Additional hourly staff that support this discipline and/or department

We have one federal work study student who works with faculty for about 5 hours per week.

PROGRAM INFORMATION

PROGRAM OUTCOMES

Begin this section by reviewing the Program Review reports for courses and programs in TracDat. All active course and program outcomes should be systematically assessed over a 3-year cycle.

- **Program** = Leads to a degree or certificate
- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered and align with employer and transfer expectations?

Our Program Learning Outcomes are well communicated. There is, in effect, no light between the PLOs and the scope and depth of the AA-T since the AA-T is the material expression of the PLOs. In short, the AA-T requires that students accomplish what is laid out in the PLOs. In this regard, it seems that this communication is clear to students. While the gross number of AA-Ts we have granted over the past three years is small, based on the data, we have seen sustained growth, including a 25% increase since last year. As for how the degree aligns with employer expectations, this is more difficult to assess since much depends on the employer in question. Still, philosophy has a well-demonstrated rate of success in placing its majors into competitive employment marketplaces often leading the Humanities and Behavioral Sciences in job placement, median salary by mid-career, and success in creative enterprises from arts to media to technological innovations. This likely rests on philosophy's disciplinary emphasis on critical and creative thinking, problem-solving, attention to detail and ability to view the big picture, and skill in written and oral communication. The AA-T also aligns closely with transfer requirements allowing students to fulfill both IGETC and UC transfer requirements in the Humanities and Critical Thinking as well as general course credits. We have successfully placed several AA-Ts into Philosophy majors at leading CSUs and UCs.

Describe your program's plan for assessing program learning outcomes.

Our plan for assessing program learning outcomes involves two separate strands. On the one hand, we have had some methodological concerns about assessing our PLOs when we are not able to directly assess those particular students who identify themselves as being in our program and have completed our course sequence. How can we know whether those students completing our program are learning the skills we would like them to learn better than their student peers not taking the sequence of courses in our program? However, we have been working with our Department SLO coordinator on this issue and now understand better the nature of PLO assessment. Given how our SLOs and PLOs are connected, we

believe that these assessments won't be too cumbersome and will indeed allow us to assess our PLOs with regularity. However, we also do wish to gather information from our students who have completed our program. We want to know whether or not their Philosophy education at Palomar helped them become successful after their time at Palomar. In this respect, we will be working on reliable, timely, and consistent mechanisms for identifying our majors (or potential majors) each year. Given our low number of completers, relatively speaking, we should be able to design an instrument for their helpful feedback about our program overall. Indeed, we should be able to gather information not just upon the completion of their Palomar degree, but also well beyond their time at Palomar. As a positive side effect, this process may allow us to hear from our wonderful students years beyond their time with us.

We have already started piloting this more qualitative assessment with a student finishing this semester. Here, quickly, are her responses:

1. Briefly describe how taking philosophy courses/AA-T has transformed you/your way of thinking/understanding/learning. In other words, has it caused you to re-orient your thinking about yourself, the world, other people, social and political involvement, ethical awareness and the like?

"In the most simple way I can think of, taking and participating in philosophy classes has enabled me to realize my capacity as a person that is capable of expanding their ability to think. I have not had a class outside of philosophy classes that caused me to pause and reflect to fully understand the knowledge. Most of my classes, are simply memorization of information, with very little application. Understanding the fluidity of the application of philosophical concepts has taught me to approach the world in a much different manner. In that, where before I took things at face value and never bothered to think about why the face I saw, appeared that way to me. Obviously, learning that I am not only capable of thinking beyond the face, but also how to do so, has changed the way I approach every topic. Ranging from something as simple as to why I like certain words more than others, to politics, issues with the world, people in my world, and the way I display myself to other people. Furthermore, I find myself utilizing what I learn in my philosophy classes with every other class I have, to great success. It has made everything I do easier; from my other classes to my extra-curricular activities (Competitive Forensics, Journalism, and Student Government). I never imagined myself as a person capable of any of those roles. Yet, I was prepared to be at the forefront of all of these activities, developing critical arguments to best serve those positions from the type of critical thinking necessary to succeed in philosophy."

2. In what ways have the faculty supported your successful completion of the AA-T (instruction, advising/counseling on course selection, club, independent study, college applications, moral support, etc.)

"In just about every way possible. I have received so many opportunities from my philosophy professors. I have received any help I have requested, be it with office hours or help with an essay. I want to study philosophy at Berkeley, and they put me in contact with another student from Palomar that had transferred from Palomar. With the philosophy club, I have the chance to take the things learned in class and apply them with varying people on varying subjects which has supported my ability in the subject itself and in my ability to communicate with others. My philosophy professors at Palomar have encouraged me and my thirst for more by making the opportunity to participate in the independent study of my interest happen, and later provided me with employment experience within the philosophy department (which also just generally supports me as a paying job.) Perhaps most importantly, multiple philosophy professors have provided excellent letters of recommendation that have gotten me into the colleges and programs I desired, such as Ball State University's Honors College."

3. In what ways did the Philosophy AA-T prepare you for transfer?

"As I am transferring as a philosophy major, the AA-T has prepared my lower level for that degree sufficiently, and saved me two years of exorbitant university cost while preparing me for upper division.

Receiving this information in a smaller class, has allowed me to have more direct interaction with it than I would have otherwise been privy to had I not gone the AA-T route.

This direct interaction has provided me with not only more experience with the same lower level work, it has provided me with the confidence to use it. "

Summarize the major findings of your program outcomes assessments.

Student feedback from those completing our program (see above) continues to be flattering. The time we have spent with our students, our expertise, and our focus on teaching seems to have not gone unnoticed. We still have many students who are unprepared for college-level writing. We continue to strategize for ways we can maximize their success without sacrificing the quality of the education we deliver.

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

- [Associate Degree GE Requirements](#)
- [CSU GE Requirements](#)
- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes, which represent the overall set of abilities and qualities a student graduating from Palomar should possess. [Click here for a link to Palomar's GE/ILOs.](#)

PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College.

In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

List the number of completions for each degree/certificate for the previous year.

We had 5 completers last year. This is a 25% increase.

Have your program completions Increased, decreased, or stayed the same over the last 5 years?

Increased

What factors have influenced your completion trends?

We believe the reason for this involves a couple of factors.

First, we have begun to actively promote the AA-T to students, especially those who express informal

interest (e.g. attendance at the philosophy club) as well as students who have enrolled in a second or third philosophy class. Second, the department has instructional stability and excellence. We have a skilled pool of long-term, part-time instructors as well as full time professors who prioritize excellence in instruction, a commitment that is evidenced by the high quality of student evaluations, the nomination of one professor for the DFA, and a personalized approach to helping students through the course planning and selection process as well as providing letters of recommendation and advising on application for transfer.

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates. These standards represent the lowest success rate deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

[Click on this link to review the course success rates \(A, B, C, or Credit\) for your discipline.](#)

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/>)

COURSE INFORMATION

COURSE SUCCESS AND RETENTION

What is your program's standard for Discipline COURSE Success Rate?

67.5%

Why did you choose this standard?

Given the writing and critical thinking requirements of our courses, and given the assessed college-readiness of our students (in Math and English placement exams), we feel a 2.5% lower standard for course success is reasonable. Moreover, while per-requisites are recommended for many of our courses, they are not required. This is likely a very good thing for our enrollment numbers, but it also means that many of our students imply do not possess the critical reading, writing, and verbal skills requisite for meetings the institutional standard of 70%.

What is your Stretch goal for COURSE success rates?

67.8%

How did you decide upon the goal?

Raising our Stretch goals in any way but small increments is a recipe for failure since our course assessments are done almost exclusively through critical writing assignments (which many--if not most--of our students are not prepared to execute successfully.) That they fall just short of the institutional standard for success is a testament to our instructors who not only teach the discipline but have also become de facto composition and writing instructors. Since student preparation is not likely to improve any time soon and the instructors are already teaching writing in addition to philosophy, the modest increase in student success seems a prudent goal.

COURSE OUTCOMES

How have you improved course-level assessment methods since the last PRP?

We continue to assess our courses through writing. There is no better way to assess what the skills learned in Philosophy. That said, courses offer various models that diversify the types of writing assignments that are required to demonstrate whether students are meeting the SLO's. For example, papers of different lengths, informal journals or reflection pieces that require daily writing in small chunks rather than large formal papers, short essay and long essay responses; rough drafts, peer review papers, reading quizzes, and the like. The goal is always to assess analytic and critical acuity through a variety of written assignments types.

Summarize the major findings of your course outcomes assessments.

We continue to provide exemplary teaching, though we are always looking for ways to improve. As mentioned before, we still have many students who are unprepared for college-level writing. We continue to strategize for ways we can maximize their success without sacrificing the quality of the education we deliver.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

This section is intentionally blank for annual PRPs. Please click "Next" to continue.

CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how all of our programs connect to future careers.

Go to this website <https://www.onetonline.org/> and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?

Studying philosophy is valuable no matter what career path one pursues, from academia to business to entertainment to politics. The value of a field of study must not be viewed mainly in terms of its contribution to obtaining the first job after graduation. Students are understandably concerned with getting their first job, but it would be short-sighted to concentrate on that at the expense of developing the potential for success and advancement once hired. What gets graduates initially hired may not yield promotions or carry them beyond their first position, particularly given how fast the needs of many employers evolve with changes in social and economic patterns. It is therefore crucial to see beyond what a job description specifically calls for. Philosophy need not be mentioned among a job's requirements in order for the benefits of philosophical study to be appreciated by the employer, and those benefits need not even be explicitly appreciated in order to be effective in helping one advance.

Employers want—and reward—many of the capacities that the study of philosophy develops: for instance, the ability to solve problems, to communicate, to organize ideas and issues, to assess pros and cons, and to boil down complex data. These capacities represent transferable skills. They are transferable not only from philosophy to non-philosophy areas, but from one non-philosophical field to another. For this reason, people trained in philosophy are not only prepared to do many kinds of tasks; they are particularly well prepared to cope with change in their chosen career field, or even move into new careers.

As all this suggests, there are people trained in philosophy in just about every field. They have gone not only into such professions as teaching (at all levels), medicine, law, computer science, management, publishing, sales, criminal justice, public relations, and many other fields.

In emphasizing the long-range benefits of training in philosophy, whether through a major, a minor, or a sample of courses in the field, there are at least two further points to note. The first concerns the value of philosophy for vocational training. The second applies to the whole of life.

First, philosophy can yield immediate benefits for students planning postgraduate work. Philosophy students regularly outperform students from other disciplines on graduate school entrance exams, such as the LSAT and GRE. As law, medical, business, and other professional school faculty and admissions personnel have often said, philosophy is excellent preparation for the training and later careers of the professionals in question. In preparing to enter fields which have special requirements for postgraduate study, such as computer science, management, medicine, or public administration, choosing philosophy as a second major (or minor) alongside the specialized degree can be very useful.

The second point here is that the long-range value of philosophical study goes far beyond its contribution to one's livelihood. Philosophy broadens the range of things one can understand and enjoy. It can give self-knowledge, foresight, and a sense of direction in life. It can provide special pleasures of insight to reading and conversation. It can lead to self-discovery, expansion of consciousness, and self-renewal. Through all of this, and through its contribution to one's expressive powers, it nurtures individuality and self-esteem. Its value for private life can be incalculable; its benefits for public life as a citizen can be immeasurable.

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)

General Problem Solving, Communication Skills, Persuasive Powers, Writing Skills, Organize Ideas and Issues, Analyze Complex Data.

How does your program help students build these KSA's?

Each of our courses, in their own way, teaches students to solve complex problems (e.g. ethical dilemmas, the resolving of conflicting theories about free will and natural causation, reconciling a loving God with the apparent evil in the world, etc.) In order to tackle the many problems that philosophy students explore, students must analyze the complexity of the problem, figure out which data is relevant, organize the set of possible solutions, assess which are most promising, communicate their ideas and solutions, and they must learn to convince others that their solutions are good.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?

No

Do you want more information about or need assistance integrating work-based learning into your program?

No

How do you engage with the community to keep them apprised of opportunities in your program?

We have great relationships with the colleges and universities in the area (CSUSM, UCSD, UCR, SD State). We have a mutual understanding of the curriculum we offer and, indeed, we often share instructors. Through the Philosophy Club and its Subcommittee on Human Trafficking, we have hosted several events which draw on different stakeholders at Palomar (students, faculty, administrators) as well as the community (lawyers, advocates, government officials), including a talk on Human Trafficking in San Diego County as well as an end of the year "get to know your faculty member" event.

Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year [SMART goals](#) for your department. Goals should be Specific, Measurable, Attainable, Relevant,

Time-Specific. Ensure your goals align with the mission of your department and/or [the College's strategic plan](#).

Please list all discipline goals for this three-year planning cycle. [Click here for previous PRPs and goal information](#).

Goals

Goal 1

Brief Description

Promote excellence in teaching and student learning.

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Reduce the amount of administrative noise so that time and focus can return to the classroom and the education of our students. Secure funding to attend professional conferences.

Outcome(s) expected (qualitative/quantitative)

Maintain excellent instruction, improve faculty morale, increase the number of completers.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

The college's mission statement includes the following: Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals.

Expected Goal Completion Date

Goal 2

Brief Description

Add an additional Full Time Faculty Member.

Is this a new or existing goal?

New

How will you complete this goal?

Through the PRP Staffing and Resources process.

Outcome(s) expected (qualitative/quantitative)

The new full-time faculty member will allow us to continue to offer excellence in instruction, student learning, student advising/implementation of Guided Pathways, and shared governance. Between administrative duties and upcoming retirements, the department is stretched thin. Over the past several years, we have a net loss of one full time faculty member. That number will be two if we do not have a full time hire to replace the outgoing professor which will have deleterious effects on the health of the department and the students who require so many of our courses to be prepared for transfer.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

Philosophy supports Palomar College's mission to "provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals" and to "support and encourage students who are pursuing transfer-readiness, general education..." Philosophy also promotes the current Strategic Plan Goal 1 to "Implement instructional strategies that strengthen and connect teaching and learning across the college" and Goal 1.2: "Encourage and promote innovative instructional and student support practices and strategies focused on strengthening teaching and learning."

A new faculty position will help us facilitate these goals in the following ways:

Philosophy courses provide knowledge and skills consistent with the district's Mission Statement, which states that Palomar College values transfer-readiness and basic skills. Palomar's philosophy courses promote the learning outcomes necessary for our students to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and changing world. Philosophy plays a leading role in the process of critical thinking and written communication, two of the "Golden Four" skills, which are foundational for all college courses. Philosophy 113 (Analytic Reasoning), Philosophy 200 (Critical Thinking), Philosophy 116 (Logic) are the primary ways through which students meet their GE critical thinking requirement at Palomar College. A new position would help develop and teach these important courses.

In addition, Philosophy 200 (Critical Thinking) is one of only two courses on campus that meets the critical thinking/writing requirement for transfer to the UC system. This class is already greatly impacted, with the loss of one full-time faculty member who taught this course, the demand will be even greater. The teaching of critical thinking meets important district, department and discipline goals. Having an additional full-time faculty member will help meet our goal of timely student transfer and of the development of critical thinking skills as outlined in Palomar's GE/Institution goals (see below).

Due to the significant lack of full-time faculty members, the work of the discipline, such as hiring, scheduling, and evaluating full-time and part-time faculty, assessing SLOs, completing PRP requirements, and implementing the AA-T degree has become increasingly more challenging. Hiring more full-time faculty would ease these ongoing and increasing challenges, and it would allow full-time faculty to ease their administrative burdens so they can focus on their excellent teaching and student engagement.

To further facilitate the transfer needs of students, we have aligned existing philosophy courses with C-ID/AA-T recommendations and developed an AA-T in Philosophy following the transfer model curriculum (TMC) for philosophy. This process required reorganizing our current offerings and developing courses currently not offered. This process has placed additional administrative burdens on existing faculty members. Having a new faculty member will greatly facilitate our implementation and assessment of this new AA-T degree.

Guided Pathways: The Guided Pathways model stresses excellent instruction at the "front door", so to speak. Our full-time faculty are currently dedicated to administrative tasks (such as acting as department chair) and teaching those courses that require a deeper level of discipline expertise or specialty (for example, Ethics and Political Philosophy). A new faculty member would allow us to put our best, most engaging faculty in introductory classrooms to inspire, captivate, and recruit new majors. Not only will this help our discipline directly, but it will also likely lead to increased student success, college engagement, and completion for those students who do not plan on becoming Philosophy majors.

Expected Goal Completion Date

Goal 3

Brief Description

Develop a mechanism for finding our students who are on the path to completion (who have taken 2 or 3 philosophy courses) so we can better meet their needs and assess our program.

Is this a new or existing goal?

New

How will you complete this goal?

We will need administrative support in the form of providing us with current data that can be used to track current AA-T students, AA-T completers, and students who have taken at least two Philosophy Courses at Palomar. Based on this data, the AA-T faculty coordinator will reach out to students, design surveys, hold information and guidance sessions as a way to increase AA-Ts, support existing majors towards successful completion, and made revisions based on the feedback of completers.

Outcome(s) expected (qualitative/quantitative)

We expect to increase student enrollment, increase the number of AA-Ts, and increase the number of completers in the AA-T. An exact quantitative increase is difficult to predict without first seeing the data, but reason dictates that we can anticipate an increase if we have greater contact and support for students.

How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?

By creating a mechanism for identifying and supporting students, the department's mission to provide excellent instruction and transfer readiness in philosophy can be met, students who are offered greater support can more easily accomplish the goals laid out in the strategic plan for the college, including transfer readiness, general education, basic skills, and access to our programs.

Expected Goal Completion Date

STAFFING AND RESOURCE NEEDS

Instructions

1. Refer to [Strategic Plan](#).
2. See [Data](#).
3. See career info (In PRP)

Are you requesting additional full-time faculty?

Yes

Are you requesting additional Staff, CAST or AA?

No

In the last ten years, what is the net change in number of FT Faculty in the department? (FT faculty loss vs. gain)

We have a net loss of 1 faculty member through two retirements and one hire.

% of FTEF for on-going reassigned time (department chair, program director, coordinator, etc.)

2016-2017 % FTEF (on-going reassigned time)

2017-2018 % FTEF (on-going reassigned time)

2018-2019 % FTEF (on-going reassigned time)

80% (Department Chair)

80% (Department Chair)

80% (Department Chair)

% of FTEF for temporary reassigned time (grant activity, sabbaticals, leaves, other reasons)

2016-2017 % FTEF (temporary reassigned time)

2017-2018 % FTEF (temporary reassigned time)

2018-2019 % FTEF (temporary reassigned time)

50% (Faculty Spring Sabbatical)

NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.

REQUEST FOR ADDITIONAL FULL-TIME FACULTY

Faculty Request 1

Title of Full-Time Faculty position you are requesting

Assistant Professor of Philosophy

How will this faculty position help meet district (Guided Pathways, Strategic Enrollment Management etc.), department and/or discipline goals?

Philosophy supports Palomar College's mission to "provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals" and to "support and encourage students who are pursuing transfer-readiness, general education...." Philosophy also promotes the current Strategic Plan Goal 1 to "Implement instructional strategies that strengthen and connect teaching and learning across the college" and Goal 1.2: "Encourage and promote innovative instructional and student support practices and strategies focused on strengthening teaching and learning."

A new faculty position will help us facilitate these goals in the following ways:

Philosophy courses provide knowledge and skills consistent with the district's Mission Statement, which states that Palomar College values transfer-readiness and basic skills. Palomar's philosophy courses promote the learning outcomes necessary for our students to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and changing world. Philosophy plays a leading role in the process of critical thinking and written communication, two of the "Golden Four" skills, which are foundational for all college courses. Philosophy 113 (Analytic Reasoning), Philosophy 200 (Critical Thinking), Philosophy 116 (Logic) are the primary ways through which students meet their GE critical thinking requirement at Palomar College. A new position would help develop and teach these important courses.

In addition, Philosophy 200 (Critical Thinking) is one of only two courses on campus that meets the critical thinking/writing requirement for transfer to the UC system. This class is already greatly impacted, with the loss of one full-time faculty member who taught this course, the demand will be even greater. The teaching of critical thinking meets important district, department and discipline goals. Having an additional full-time faculty member will help meet our goal of timely student transfer and of the development of critical thinking skills as outlined in Palomar's GE/Institution goals (see below).

Due to the significant lack of full-time faculty members, the work of the discipline, such as hiring, scheduling, and evaluating full-time and part-time faculty, assessing SLOs, completing PRP requirements, and implementing the AA-T degree has become increasingly more challenging. Hiring more full-time faculty would ease these ongoing and increasing challenges, and it would allow full-time faculty to ease their administrative burdens so they can focus on their excellent teaching and student engagement.

To further facilitate the transfer needs of students, we have aligned existing philosophy courses with C-ID/AA-T recommendations and developed an AA-T in Philosophy following the transfer model curriculum (TMC) for philosophy. This process required reorganizing our current offerings and developing courses currently not offered. This process has placed additional administrative burdens on existing faculty members. Having a new faculty member will greatly facilitate our implementation and assessment of this new AA-T degree.

Guided Pathways: The Guided Pathways model stresses excellent instruction at the "front door", so to speak. Our full-time faculty are currently dedicated to administrative tasks (such as acting as department chair) and teaching those courses that require a deeper level of discipline expertise or specialty (for example, Ethics and Political Philosophy). A new faculty member would allow us to put our best, most engaging faculty in introductory classrooms to inspire, captivate, and recruit new majors. Not only will this help our discipline directly, but it will also likely lead to increased student success, college engagement, and completion for those students who do not plan on becoming Philosophy majors.

Is there a scarcity of qualified Part-Time Faculty (for example: Specialized degree/experience, emerging/rapidly changing technology, high demand)

Yes, there is very much a scarcity of qualified part-time faculty. Our curriculum needs require a faculty member who has training in both critical thinking and at least one specialized field in philosophy. This typically requires a Ph.D. in philosophy. Just to provide an example, we did not have an area expert available for a course we are teaching this Spring. We had to reach out to a colleague at CSUSM. He is teaching this course as a favor to us. Currently, among the 10 part-time philosophy instructors, there is only one candidate who meets that requirement. In addition to the above requirements, instructors also need experience in developing and teaching courses in critical thinking, critical writing, ethics, political philosophy, metaphysics, epistemology, history of philosophy, and history of ideas.

Part-time faculty are also scarce because (a) New trends in philosophy require that faculty members be able to draw upon new findings in cognitive science, use an empirical research methodology, and understand the ways in which their discipline applies to rapidly changing technologies in fields such as computer sciences, medicine, and environmental science; and (b). Philosophy faculty need experience incorporating social media and computer aided course content and delivery for on-campus and distance learning. That is, we also need our well-qualified candidates to have some expertise in online instruction. However, Philosophy instruction has historically been practiced in face-to-face settings. Thus, many otherwise highly-qualified instructors lack these technical skills.

Are you requesting this position for accreditation, regulatory, legislative, health and safety requirements? Please explain.

Please summarize the discipline productivity, efficiency, and any regional career education needs for this discipline.

With only 4 full-time faculty members, there is an undue burden on faculty members to teach courses outside their areas of expertise. Moreover, we've recently lost two faculty members whose areas of expertise were Logic (PHIL 120), Critical Thinking (PHIL 200), Philosophy of Religion, and History of Philosophy. This requires other faculty members to work outside their areas of expertise to maintain consistently balanced course offerings within the discipline. We recently implemented a new AA-T degree which required an overhaul of our curriculum and necessitates the creation and preparation of entirely new courses, we are still making adjustments. Finally, in addition to our regular contractual duties, our responsibilities have come to now include community engagement and the marketing of our program (for example the question "How do you engage with the community to keep them apprised of opportunities in your program?" here on the PRP). An additional full-time colleague will help us with this responsibility.