

**SELF-STUDY
DEPARTMENT OF PHILOSOPHY**

**University of Washington
Autumn Quarter 2006**

This self-study focuses on changes that have occurred in the Department of Philosophy since the last ten-year review in 1996-97. In the final section we articulate a vision of what we hope to achieve in the future. The key questions addressed are those suggested in the guidelines prepared by the Graduate School at the University of Washington, but the subsections reflect areas of distinctive importance to the Department. The report that follows is a summary; detailed information is to be found in the appendices.

Section A: An Overview of Changes Since the Last Review

Department Size

At the time of the 1996-97 review the Department of Philosophy was relatively small. It consisted of 13 research faculty members (12.5 FTE permanent faculty members) and one lecturer, a size it had maintained since previous review in 1986-87. The intellectual profile of the Department in 1996-97 was “typical of most American philosophy departments”: it was an analytic department with primary research and teaching interests in the history of philosophy, metaphysics, and epistemology (1996-97 Report, p. 3). The review committee identified two particular areas of strength—ancient philosophy and epistemology (p. 2)—but also expressed concern that the Department was unbalanced and lacked expertise in several key areas. They particularly noted a lack of a curriculum in philosophy of science, philosophy of language, and ethics, and further

recommended that the Department hire specialists in modern philosophy and perhaps in continental philosophy.

In the last decade the Department has grown significantly. It now holds 19 research faculty lines (17 FTE) and one lectureship: a 36% increase in FTE, and a 46% increase in the number of permanent faculty members, several of whom hold joint or split appointments with other academic units. The Department is still strong in the areas of ancient philosophy and epistemology, but it has established substantial strength in several new areas, including two of those identified, in 1996-97, as a priority for faculty development. Building on its recognized excellence in analytic epistemology, the Department has laid the foundation for a robust program in philosophy of science (**Appendix I: Philosophy of Science Profile and Prospects**). With Arthur Fine specializing in physics, and Andrea Woody in chemistry, it is especially strong in philosophy of the physical sciences. Lynn Hankinson Nelson gives the program a visible component in the philosophy of biology and, with the appointment of Alison Wylie in 2005, strength in the philosophy of the social sciences has been added as well. The breadth of the Department's expertise in history of philosophy, its other traditional area of strength, was enhanced when Michael Rosenthal joined the Department in 2003; he is a Spinoza scholar and specialist in early modern philosophy. But the most dramatic area of expansion for the Department in the last decade has been in ethics, in large part as a consequence of the University Initiative Fund grant that was awarded for the Program on Values in Society in 2000 (see the detailed description that follows, and **Appendices N, O, P**). With the appointments of Adam Moore and Angela Smith six years ago (just prior to the UIF award), and of four additional faculty recruited for the Program on Values and

Society—Sara Goering, Michael Blake, Stephen Gardiner, and Andrew Light—the Department is now in a position to offer a wide variety of courses in ethical theory, history of ethics, and applied ethics. The applied ethics program that these faculty are currently developing promises to be one of the strongest in the nation, especially in environmental ethics. Indeed, University of Washington is one of very few major research universities that house within a department of philosophy a group of faculty who offer a comprehensive range of expertise in ethical theory, history of ethics, and practical or applied ethics.

These recent hires have coalesced in two additional areas of strength. One is philosophy of law; Adam Moore's interests in this area complement those of Ronald Moore, establishing this as a growing strength in the Department. The other is feminist philosophy, in which the Department now has an exceptionally high profile. Lynn Hankinson Nelson and Alison Wylie, specialists in feminist epistemology and philosophy of science, join Kenneth Clatterbaugh, Sara Goering, Jean Roberts, and Andrea Woody, who all identify gender studies, philosophy of feminism, and feminist philosophy as areas of specialization. No other department with a graduate program in philosophy can claim this breadth and depth of feminist expertise. In short, faculty appointments in the last decade have significantly enriched the Department, particularly in areas where the last review judged it to be deficient. Where the Department had two notable specialties in 1996-97, it now has at least six areas of significant strength: ancient philosophy, epistemology, philosophy of science, applied ethics, philosophy of law, and feminist philosophy.

These changes in faculty profile are reflected not only in an expanded curriculum, but also in dramatic growth in the number of undergraduate majors in Philosophy. At the time of the 1996-97 review there were 96 majors in philosophy, up from 55 in 1984-85 (a 75% increase). There are now nearly two and a half times as many students majoring in philosophy as there were a decade ago: current enrollment stands at 230 undergraduate majors (a 240% increase). This trend reached a peak two years ago when 290 students majored in philosophy, a consequence of larger freshmen classes admitted in the two previous years. The recent decline reflects not just a reduction in overall admissions but also a new University of Washington policy that restricts the number of credits undergraduates can take (a function of restricting the number of credits they can take without penalty); this especially affects Philosophy because approximately 60% of students majoring in philosophy are double or triple majors. The overall increase in majors is probably due to an expansion in the areas of study now available in the Department, and that expansion is a direct result of a larger faculty.

The 1996-97 report notes that, with ninety-six majors, the Philosophy Department at the University of Washington was teaching at least as many undergraduate students as were philosophy departments at peer institutions such as the University of Wisconsin, the University of Minnesota, or the University of North Carolina, but with approximately half the number of faculty, as appended to the 1996-97 report. The current student to FTE faculty ratio for the Department is 13.5 to 1 at the undergraduate level, and 1.8 to 1 at the graduate level; that is, at the University of Washington, 17 FTE faculty teach 230 majors and 30 graduate students in philosophy. By contrast, at the peer institutions mentioned above, the ratio of undergraduate majors to FTE faculty falls between 5 to 1 and 6 to 1,

while the average ratio of graduate students to FTE faculty is 2.4 to 1 (the range is 2:1 to 2.8:1): faculty in these departments teach proportionately more graduate students (by a third) but less than half the number of undergraduate majors as faculty at the University of Washington.

	FTE Faculty	UG Majors	Graduate Students	UG to Faculty Ratio	Graduate Student to Faculty Ratio
Minnesota	22	132	50	6: 1	2.2 : 1
Wisconsin	24	128	67	5.3 : 1	2.8 : 1
UNC	25	125	57	5: 1	2.3 : 1
U Washington	17	230	30	13.5 : 1	1.8 : 1

The figures on faculty complement suggest that a department of philosophy at a major research institution such as the University of Washington should have a minimum of 22 FTE faculty members; the enrollment figures for undergraduate majors suggest that this is a substantial underestimate, especially given the demand for philosophical courses now coming from many sectors of the campus.

Diversity of Faculty

In addition to growth in the number of faculty and increased breadth in the areas of philosophical expertise represented among the faculty, two other significant changes are reflected in the demographic profile and composition of the Department.

First, there has been a significant increase in the number of women faculty in Philosophy. The 1996-97 review committee expressed a concern about the diversity of the faculty (p. 5.), noting that there were just two women in Philosophy, Jean Roberts and Ann Baker. Today there are seven women faculty members including two full professors,

two associate professors, two assistant professors, and a senior lecturer. Although the complement of faculty in Philosophy has, in the past, included two African American faculty members—Paul Taylor in this last review period and Corey Washington in the previous one—both have been recruited away by other institutions (Temple University and the University of Maryland, respectively). The Department is committed to actively recruiting women and minority candidates for any faculty position for which a search is approved. In sum, the demographic profile of faculty in Philosophy is significantly better than most of its peers with respect to gender and, regrettably, typical of its peers with respect to race.

The second major change is in the number of faculty members who hold joint appointments in, or work closely with, programs outside the Department of Philosophy. The lack of connection between the Department and other units and programs on campus was also noted as an area of concern in the 1996-97 Report (p. 13). This situation has been dramatically reversed. Four faculty members now hold formal joint appointments: Andrew Light and Michael Blake are cross-appointed in the Daniel J. Evans School of Public Affairs, Adam Moore in the Information School, and Alison Wylie in the Department of Anthropology. The one position that remains to be filled in the Program on Values in Society will also be a joint appointment, in this case with the Department of Medical History and Ethics in the School of Medicine. In addition to these joint appointments, eight faculty members hold adjunct positions in other units such as Dance, Geography, History, Jewish Studies, Medical History and Ethics, Physics, and Women Studies.

Sources of Change

The above-noted changes in the Department of Philosophy were guided by recommendations from the last ten-year review, and by a strategic plan that the Department adopted in 2000 (**Appendix J: Strategic Plan**). Perhaps more than these documents, however, a number of external influences have played a major role in shaping the development of this department over the last ten years.

First, because there was very little hiring in the 1970s and 1980s, many faculty members have reached the age of retirement in the last decade and have either retired or are planning to retire in the near future. Altogether five faculty in Philosophy have retired since the last departmental review: John Boler (American and Medieval Philosophy), Karl Potter (Indian Philosophy), Jim Mish'alani (Continental Philosophy), Charles Marks (Philosophy of Mind), and Bob Coburn (Metaphysics). Five other current faculty are now of retirement age: Laurence BonJour (Epistemology), Marc Cohen (Ancient Philosophy), David Keyt (Ancient Philosophy), Arthur Fine (Philosophy of Science and Philosophy of Physics), and Kenneth Clatterbaugh (Modern Philosophy, Social Philosophy). There has also been some attrition of younger faculty members who have been lured away: Corey Washington (Philosophy of Mind), Marc Lange (Philosophy of Science), and Paul Taylor (American Philosophy and Critical Race Theory).

Second, this loss of faculty (altogether eight colleagues in the last decade) has taken place at a time when there has been increasing pressure on the Department to expand the scope of its offerings in ethics, an area in which there has been growing demand both within the University and in the discipline. The student interest in courses in ethics has been enormous and continues to outstrip the number of seats available,

especially in applied ethics (medical ethics, environmental ethics, and ethics and public policy); it was this demand that spurred the University to support the proposal for the Program on Values in Society mentioned above. At the same time, ethics has become an increasingly prominent subfield within academic philosophy, a shift of emphasis that is reflected in hiring patterns; for the past several years a significant proportion of departments advertising positions in *Jobs for Philosophers* have sought candidates with strengths in ethics.

Third, in the last ten years the University of Washington has faced a number of difficult budget years. In the mid-1990s access funds allowed departments to increase the size of their faculty and staff, with the result that 1997-99 was one of the few times in recent decades when the faculty:student ratio improved. In subsequent years, however, the shortfall created by budget cuts in 2001 and 2002 was met by not replacing faculty vacancies. Overall, the College of Arts and Sciences has lost 50 positions in the past six years. So the period when the Department has been most affected by faculty attrition is one in which the resources for replacing faculty have been most limited.

Fourth, the conditions under which faculty can be replaced have changed significantly at the University of Washington, as elsewhere. There is no longer any departmental ownership of faculty lines nor even a presumption that faculty will be replaced when long standing lines are vacated. When a faculty member retires or resigns, the position reverts to the dean's office; the department must wait at least a year (usually longer) to apply for that position, and must make a case for it in competition with requests from other units and with other internal departmental needs. Several additional factors further complicate the process of securing faculty lines. One is that there has been

increased pressure for spousal hiring throughout academia; four members of the Department were acquired as partner hires. Another is the growing emphasis on interdisciplinary work at the University of Washington (**Appendix K: Procedures for Making Faculty Requests**). The need to demonstrate that a position in Philosophy will have a positive impact on other units, and to recruit their support, often puts the success of a request to search at the mercy of the priorities of other units and makes it difficult to win back lost positions. Even though, on balance, Philosophy has found ways to benefit from these shifts in priority and practice, they make it extremely difficult to set hiring goals and pursue an agenda in program development that will maintain balance across subfields and integrity in the core areas of philosophical expertise that ground interdisciplinary engagement.

Taking stock of the Department's faculty and curricular profile ten years ago, the review committee recommended that the Department "define a consistent and coherent hiring plan and a strategy for its implementation" (1996-97 Report, p. 12). The Department did develop such a plan, but it has been almost impossible, under the circumstances, to implement that plan. Faculty positions have been in such short supply and so tightly constrained that the Department has had to depend on fortuitous circumstances to make strong new appointments: some faculty were recruited as targets of opportunity, others were partner hires, and still others were appointed through the unique opportunity afforded by the University Initiative Fund. The Department has been able to grow, develop new strengths, and maintain a critical mass, but it has had to be opportunistic at every step in order to do so.

The irony is that, for a time after the last ten-year review, the Department grew in balance because it was able to add specialists in philosophy of science, ethics, and modern philosophy to a department that was strong in the traditional core areas of philosophy. In recent years, however, the Department has lost expertise in philosophy of mind and metaphysics, and is about to lose faculty members who teach in the history of philosophy. Philosophy of mind and metaphysics are areas every graduate student should expect to study, and they are areas of importance to such departmental strengths as epistemology, philosophy of science, and ethics; our lack of specialists in these fields compromises the integrity of our core curriculum and is adversely affecting our ability to recruit and retain graduate students (**Appendix L, Request to Search from Spring 2006**). In short, core areas of philosophy that were well covered by the Department ten years ago are being lost at the very time that the Department has been adding new areas intended to balance the traditional curriculum. In an effort to address this growing imbalance the Department has formed a hiring priority committee (**Appendix M: Hiring Committee Report**).

The University Initiative Fund

Perhaps no single event has had greater impact on the Department of Philosophy than the award of a University Initiative Fund (UIF) grant in 2000. This grant brought to the Department approximately \$500,000 in funding for the development of a broad-based curriculum in ethics. The catalyst for the Department's UIF proposal was the recognition, in 1999-2000, of an enormous and growing demand for ethics courses, a condition that had been noted in the dean's office as well. In June 2000 the Department submitted a request for two positions in ethics to bolster the number of courses it could offer in this

area, on the recommendation of Divisional Dean Susan Jeffords (**Appendix N: Request to Search June 1999-2000**). On reviewing this request, Dean David Hodge determined that two positions would not meet the demand for ethics courses and curriculum on campus. He urged the Department to submit an application for University Initiative Funds to support two to four new faculty positions, a teaching assistant, and a speaker series (**Appendix O: August 26, 2000, Clatterbaugh Email**). The Chair asked Jean Roberts to prepare a proposal consistent with this request from the dean's office; Roberts teaches ethics, and the UIF guidelines require that program proposals be drafted by a faculty member other than the chair. The resulting proposal not only addressed the departmental need for ethics courses, but, as appropriate for UIF funding, it also developed the rationale for an interdisciplinary program in ethics that would meet a university-wide demand for such courses (**Appendix P: UIF Proposal & Supporting Documentation**). Four faculty positions were proposed, including two for faculty who would hold joint appointments in the Evans School of Public Affairs and the Department of Medical History and Ethics, and one for a faculty member who would teach regularly in the Program on the Environment. Funding was also sought for visiting speakers and for six teaching assistantships.

This University Initiative Fund proposal was successful; funding was awarded in 2000 to develop the Program on Values in Society. The process of hiring faculty was delayed two years, initially because of a lack of funds in the Provost's office and then in order to convert space in Savery Hall into offices for the new faculty. The first faculty appointment to the Program was Sara Goering, in 2003, followed by Michael Blake, Stephen Gardiner, and Andrew Light who were hired in 2004 and joined the faculty in

2005 (a consequence of professional commitments elsewhere). This represents an addition of one position to those proposed in the original UIF application; the Dean agreed to appoint two environmental ethicists because the College of Arts and Sciences felt that this cohort would bring particular strength to the Program. The Department is running a search this year for the remaining position, the joint appointment with Medical History and Ethics. The result is that 2005-06 was the first year that a critical mass of new Program-affiliated faculty was on campus, so that the work of developing the Program is just beginning.

The mission of the Program on Values in Society is to catalyze discussion of ethics and values throughout the University, while at the same time strengthening the ethics curriculum within the Department of Philosophy. The Program therefore enjoys a high degree of autonomy, although it is housed within the Department of Philosophy; it has its own director and its own external board, and it will be subject to independent external review when it is established. Other UIF-funded projects have taken the form of fully independent centers, with faculty based in a number of departments. In the case of the Program on Values in Society, Philosophy is the home department for all of its faculty members; promotion and tenure decisions, and merit reviews, are conducted by the Chair of Philosophy and voted on by faculty in the Department of Philosophy. Perhaps because of its unique position as a semi-autonomous unit within a department, the Program has been slow to develop a governance structure of its own; its external board did not meet until June 2006, and the responsibilities and membership of this board have not yet been specified at the time of this writing. When a clearly defined governance

structure is established, the Program will be in a better position to take up the various intellectual and curricular initiatives specified by its mandate.

Despite this slow start, the funding for this Program has brought a number of outstanding faculty to campus whose collective energy and vision has already transformed the ethics offerings of the Department. They are actively developing initiatives that promise to have an impact on ethics curriculum well beyond Philosophy, and they are planning a number of university-wide events and conferences that should establish a strong presence for the Program on campus. Current and ongoing projects are identified in **Appendix Q: Program on Values in Society Ongoing Projects**.

Productivity of Faculty

The review committee of 1996-97 was critical of the publication record in the Department, observing that “it is not too much to expect philosophers who teach four courses a year at a first-rate research institution to publish about one significant paper every year, or some equivalent to this.” No doubt many factors accounted for this deficit in research, but among them was surely the sheer number of students taught by the relatively small faculty, a condition that has only intensified in the last decade. Nonetheless, there are clear indications of a sharp increase in the publication record of the research faculty, which reflects the Department’s success in recruiting new faculty who have records of steady and frequent publication. The departmental record is perhaps best assessed by reviewing the abbreviated faculty curricula vitae (**Appendix G: Short CVs**). That said, one measure of this change in research profile is to be seen in the publication of single authored or edited books. In the ten years from 1986 to 1996 two books were produced by faculty in Philosophy; by contrast, in the years 1996 to 2006,

twelve single authored books and seventeen edited collections were published or are forthcoming (**Appendix R: List of Published Books**).

Another indicator of increased research activity is that there is growing pressure on faculty travel funds available through the Department. While in the past there was relatively little demand for these funds, because many faculty did not regularly participate in professional conferences, today there are constant requests for support to present papers from both faculty and graduate students, as well as a marked increase in the number of (externally funded) faculty invitations to speak at other institutions. There are no reliable statistics on the productivity of philosophy faculty at other universities that would allow systematic comparison with that of faculty at the University of Washington, but based on comments from other chairs and letters from external reviewers, the Chair's assessment is that the productivity of most faculty in Philosophy at the University of Washington is at least comparable, if not better, than that of most of our peers.

Support for and Mentoring of New Faculty

Over the past ten years the Department has implemented a variety of strategies for mentoring new faculty members. There are currently only two assistant professors in the Department of Philosophy, and one of these, Angela Smith, is up for promotion in 2006-07. Smith was one of a cohort of new faculty who were assigned mentors when they joined the University; in many cases these mentoring relations continue informally, although the College of Arts and Sciences no longer recommends that new faculty members be assigned mentors. The other assistant professor is Sara Goering, who was hired, after several years at California State University Long Beach, as part of the core

faculty in the Program on Values in Society. She is informally mentored by Jean Roberts, Director of the Program. In addition to meeting informally with mentors, all new junior faculty members meet formally with the chair at least once a year. They attend the university-wide orientation and are provided with detailed descriptions of the graduate program, undergraduate program, and department policies upon arrival. Associate professors meet with the chair every two years, and receive the highest priority for sabbatical leave both from the Department and the College.

New assistant professors in Philosophy are typically given a reduced teaching load of three courses in the first year they are on campus. The College guarantees two research quarters in the first six years of an assistant professor appointment, and the Department typically offers at least one additional research quarter. All faculty, new or established, are allowed to bank courses; they may teach an extra course one year in exchange for a reduced load in the future. The Department makes every effort to limit new course preparations for junior faculty members; the Graduate Advisor and Chair try to limit the amount of dissertation work a junior faculty member takes on, and junior faculty are protected from burdensome committee assignments.

Governance

In its governance the Department of Philosophy has implemented a number of temporary and standing committees over the past ten years (**Appendix S: Committees for 2005-06**). The Curriculum Committee consists of two faculty members elected for two years, student members, the Graduate and Undergraduate Advisors, and the Chair; the faculty positions are staggered so that a new member joins the committee every year. There are also standing committees for Undergraduate Affairs, Graduate Affairs,

Graduate Placement, and Technology. Temporary committees are constituted as needed to review promotion cases, to search for faculty positions when these are approved, to consider space and remodeling plans and, currently, to redesign the Department's website and to recommend departmental hiring priorities. Wherever appropriate, these committees include student representatives, and junior faculty play an active role, although the Department protects them from heavy service commitments.

In the next few years the Department will support an Associate Chair. The current Chair, Kenneth Clatterbaugh, has served for the past ten years, with the result that no other faculty members have recent experience chairing the Department. The Associate Chair will be appointed for at least one year during which time he or she will serve as an advisor and assistant to the Chair and become familiar with the responsibilities of the department chair. We hope that through this process several associate and full professors who are willing to serve as chair (or who will be called on to advise future chairs) will develop the relevant experience, ensuring continuity in departmental leadership.

Teaching

Each faculty member teaches an average of four courses a year. Exceptions to this rule typically arise when faculty members are awarded course releases in compensation for administrative service; the Chair normally teaches two courses each year, and the Graduate Advisor and Director of the Program on Values each teach three courses. The College, as noted, grants each assistant professor a one-time course reduction before renewal at the end of two years and a one-time course reduction after renewal and before the tenure decision; normally these reductions are scheduled in a year when the faculty member is entitled to a research quarter.

Courses are scheduled by the Curriculum Coordinator, Ann Baker, in cooperation with the Curriculum Committee, Undergraduate Advisor, and the Chair. Courses are assigned on the basis of faculty member preferences and curricular needs, which include student demand. The Curriculum Coordinator tries to balance upper and lower division course assignments for each faculty member. Because the graduate program requires eight or nine seminars each year, faculty typically teach one graduate seminar every second year; these are distributed across the faculty (**Appendix T: Teaching Assignments 2005-06**). Interdisciplinary teaching is negotiated through the Chair, and approved by the Curriculum Committee when the proposed courses affect the distribution of teaching assignments within the Department. Approval of the Curriculum Committee is not required in the case of joint appointments where there is a formal agreement that commits the faculty member in question to teach a specified number of courses in a unit other than Philosophy; in this case the faculty member negotiates a workable schedule with the relevant advisors and curriculum directors.

The Department measures instructional effectiveness in several ways. The primary measures are student evaluations and peer reviews of teaching (**Appendix U: Sample Teaching Evaluations and Peer Reviews, Department Ratings Summary 2005**). New faculty members are encouraged to arrange for regular and multiple evaluations by peers and to have some of their classes evaluated each year. (For most of this past period assistant or associate professors were assigned two mentors who met regularly with the faculty member to review their teaching and research; now these issues are discussed in the conference with the Chair.) Graduate students are expected to arrange for peer reviews and they are reviewed by supervising faculty members

(Appendix V: Departmental Observation & Evaluation Schedule/Classroom

Observation Report). When these measures indicate that classes are not going well, faculty members or graduate students are referred to the Center for Instructional Development and Research (CIDR). In addition, new graduate students with teaching assistantships are required to attend the University of Washington's TA Conference on Teaching and Learning, offered each fall by CIDR. The Department also offers a two-quarter teaching colloquium for graduate students, which new graduate students are required to attend.

In the past ten years excellence in teaching by members of the Department of Philosophy has been recognized by a number of special teaching awards, or nominations for awards. These include three university-wide Distinguished Teaching Awards, honoring Elizabeth Oljar, David Shapiro, and Ann Baker. Bill Talbott was recognized by the Golden Key International Honour Society for outstanding teaching in 2003-04. And several other faculty members have been nominated for both distinguished teaching awards and graduate mentor awards.

Northwest Center for Philosophy for Children

The Northwest Center for Philosophy for Children (NWCP4C) was founded in 1996 by Jana Mohr-Lone, who received her Ph.D. in Philosophy from the University of Washington and is an affiliate assistant professor in the Department. The Center is an independent, non-profit organization, funded primarily by grants, tax-deductible donations, and workshop fees; it is affiliated with the Department of Philosophy at the University of Washington. Its principals are Dr. Mohr-Lone and David Shapiro, who earned his Masters in Philosophy from the University of Washington in 1996 and serves

as the organization's Education Director. Its primary purpose is to introduce philosophy and philosophers into the lives of young people. Its activities include the "Philosophers in the Schools" program, which has been responsible for developing a regular offering of philosophy classes in elementary, middle, and high school classrooms throughout Washington State; a program of teacher-education and parent-education workshops; and the publication of *Questions: Philosophy for Young People*, a journal created for youth and their teachers in 2001. See the NWCP4C website at <http://depts.washington.edu/nwcenter/>.

Staff

The Department of Philosophy employs four professional staff: a 100% administrator, a 100% graduate program coordinator, a 75% undergraduate advisor, and a 50% computer technician. In the summer of 2006, the Dean of Arts and Sciences provided funding for a 9 month 100% curriculum coordinator; an additional 3 months of funding from the Department and the Program on Values in Society made it possible to appoint a new classified staff person in October 2006 for a total staff FTE of 4.25. In 1997 the staff FTE totaled 3.5: a 100% administrator, a 100% secretary senior, a 50% advisor, a 50% graduate coordinator, and a 50% office assistant. Substantial reorganization of the staff has taken place over the past ten years as needs have changed; for example, the position of computer technician did not exist ten years ago but is an absolute necessity now. For many years the staff coped with a steady increase in faculty (from 13 in 1997 to 20 in 2006) and then with the added responsibility of providing administrative support for the Program on Values. (It should be noted that the Program

on Values budget supports a small percentage of all staff salaries and also employs a 50% graduate research assistant who performs some administrative duties.)

Despite the lack of an adequate complement of staff, the efficiency of the experienced staff and minimal turnover meant that the administrative functions of the Department still ran well. With the recent addition of the program coordinator, the faculty and students should be even better served, especially where management of the curriculum is concerned. We anticipate that, in the future, there will be a need to increase the computer technician and undergraduate advisor positions to full-time and to add a development staff position. Training for staff is encouraged and fully supported in the Department.

Development

At the time of the last review the Department had done little to encourage private donations, but in 1996-97 it undertook to build an active visiting committee and to sponsor events directed at alumni and others who might want some involvement with the Department. The Department began a newsletter in 1996 and this continues to be our major mechanism for raising funds (**Appendix W: Sample Newsletter**). Where donations in 1995 had come to just \$275 (from three donors), in 1997 the Department attracted ten donors who gave the Friends of Philosophy approximately \$1400. Donations have continued to climb. In 2006 the Department secured its first two endowments to support graduate and undergraduate students and, as of November 2006, donations to the Department totaled \$62,400. Through these funds the Department is able to support its Undergraduate Society (SUPS), its graduate teaching awards, a graduate dissertation

fellowship (for one quarter), an undergraduate tuition scholarship, its Ethics Bowl Team, the colloquium series, and its graduate student and faculty travel fund.

Section B: Graduate Program

The graduate program in Philosophy at the University of Washington is designed for students pursuing a doctoral degree in Philosophy. The Department offers no terminal masters degree; doctoral students receive the M.A. when they have successfully completed their coursework and masters papers, typically after two years of full time study. A dissertation proposal, constituting the “general exams,” is required for admission to candidacy, and the successful defense of a completed dissertation is required for the Ph.D. (**Appendix X: Graduate Student Handbook, pages 2-5**).

The size of the graduate program has remained relatively constant through this past review period: the Program enrolls 25-30 full time students, and each year awards on average 4 masters degrees, advances 3 students to Ph.D. candidacy, and awards 2 to 3 doctoral degrees (**Appendix Y: Philosophy Graduate Enrollment and Funding Statistics; Appendix Z: Number of Degrees Awarded Annually**). And there have been no substantial changes in the graduate curriculum since the last review, although four years ago we undertook a review of the masters papers requirements. There are, however, two important changes in the shape of the program that should be noted: a shift in the primary areas of student interest, and an increase in the level of financial assistance. The Department has also worked hard to enhance the support provided graduate students on a number of fronts, clarifying various aspects of the academic program, increasing feedback to students, and providing students more guidance as they prepare for the job market.

Graduate Admissions and Recruitment

Applications for admission to the graduate program are reviewed annually by a committee composed of half the faculty. The application review process is highly structured; multiple faculty members read each application, and there are effectively two rounds of elimination. In the past ten years, the number of applications dropped to a low of 62 in 2000 before rebounding to approximately 90 a year between 2001 and 2005; last year we received 128 applications. In this period the Department's goal has been to admit incoming classes of 5 to 6 students a year. The actual number of incoming students has varied from 2 to 10 with a mean of 5.6 (**Appendix AA: Philosophy Graduate Admissions Data**). Those admitted into the Ph.D. program are clearly capable of a high standard of work in philosophy, and faculty members are generally satisfied with the quality of the students entering the program. There is informal consensus that the students admitted in the last few years are more academically solid, and more professional in their outlook, than was typical of past cohorts, but we do not (yet) have firm data to confirm this perception.

Historically, most graduate students in Philosophy at the University of Washington have pursued research in the core areas of traditional philosophy that have been a Departmental strength: metaphysics, epistemology, and the history of philosophy. As new areas of faculty strength have taken shape (see Section A above), they have attracted the attention of current and prospective graduate students. Incoming students now commonly express an interest in philosophy of science and, in the past two years, a growing number indicate that they would like to work in applied ethics through the new Program on Values in Society. The importance of maintaining a strong graduate

curriculum in core areas of philosophy cannot be overlooked, however. Our current inability to staff courses in philosophy of mind, metaphysics, and philosophy of language on a regular basis (a consequence of recent retirements), has had a noticeably negative impact on our recruitment efforts.

In the last two to three years the Department has given priority to initiatives designed to make the Ph.D. program more attractive to top applicants. The Department has had a history of losing its strongest applicants because our resources did not compare to those offered by strong departments at peer institutions. We now offer a comprehensive funding package with five years of guaranteed support, including summer stipends in the first two years and opportunities to teach during the summers of the third, fourth, and fifth years. This financial package has greatly enhanced the attractiveness of our offers, but it is still subject to resource realities that put us at a competitive disadvantage. Unlike many of our peer departments, we cannot offer fellowships to incoming students that would allow them to begin the graduate program free of teaching duties; such fellowships would considerably improve our ability to recruit the very best prospective students now applying to our program.

Underrepresented Groups and Nontraditional Students

The Department also has intensified its efforts to increase the number of graduate students in the program who come from nontraditional backgrounds or from groups that are underrepresented in higher education generally and in philosophy specifically. The percentage of female graduate students in our program is significantly higher than the mean for top graduate programs across the country, a point that has drawn attention at national meetings. Women actively participate in all aspects of the program and they

excel; their rates of success completing the PhD and on the job market are comparable in every respect to that of their male counterparts.

The situation with respect to other underrepresented groups is more challenging. The Department receives relatively few applications from minority students, and many nontraditional students lack the background we expect of our incoming graduate students. Given the selective nature of our admissions process, many are not competitive on standard measures of assessment, and those we do admit often face special challenges given less than ideal preparation for graduate studies. The Department has made it a priority to find ways of cultivating success for these students in our program, but there appear to be no easy solutions. We have realized some initial success, securing funding that has allowed us to recruit one African American and two Native American students; in the last three years the Department has been awarded two Bank of America fellowships (these provide 2 years of fellowship and 3 years of teaching support), as well as tuition support for a third graduate student through the Graduate Opportunities and Minority Achievement Program. Unfortunately, retention of these students has not been so successful; one has had to resign from the program and another has taken extended leave because of demands related to family obligations. Such contingencies are outside the Department's control but are discouraging nonetheless. One of our current development efforts is negotiating with a donor and local Native American tribes to create the Vine Deloria Jr. graduate fellowship for Native American students, supported by the Deloria family.

Interdisciplinarity and Connections with other Units

With the appointment of a growing number of faculty who have strong interdisciplinary interests and a robust network of connections with academic units across campus, graduate students now have a much expanded range of opportunities to pursue interdisciplinary interests. The Program on Values in Society brings interdisciplinary projects into the very heart of the Department (for details on these cross-campus connections, see <http://depts.washington.edu/ponvins/links.html>). In addition, faculty in philosophy of science maintain strong connections with a number of science departments, including Anthropology, Biology, Chemistry, and Physics, as well as with colleagues across the campus who work in history of science and science studies. Graduate students have quickly gravitated to coursework and research with faculty in these new areas of departmental strength. One student spent the summer of 2006 observing research practice in a biophysics lab. Another maintains strong ties with the astrobiology program. A third was awarded a fellowship to develop a course combining psychological and epistemological perspectives on perception with faculty mentors in both Psychology and Philosophy. Yet another, interested in ethics, recently took a seminar on moral development in the Psychology Department. One serves as editorial assistant for an interdisciplinary journal of philosophy and geography and another as a teaching assistant for a course in medical humanities offered through the Simpson Center for the Humanities. The prevalence of interdisciplinary interests and of active connections with units across campus represents a significant shift in the graduate program, one that meets concerns raised at the last review and reflects the current orientation of the faculty within the Department.

Funding

A major challenge faced by the Department in this last review period has been to improve the funding available to our graduate students. In 1996, the Department typically distributed 12 to 14 TA positions (the equivalent of 36 to 42 quarters of support), and one RA position each academic year; as indicated earlier, the Department had no fellowship support to offer graduate students. At that time, approximately 70% of active graduate students were funded, often for only two of the three quarters each academic year, and even those who were offered funding on admission were guaranteed only 12 quarters of support (the equivalent of 4 years). By contrast to the graduate students enrolled in many comparable philosophy departments, almost none of our students received a level of funding that would allow them to devote full attention to their graduate education.

Through a variety of efforts this situation has improved considerably (**Appendix Y: Philosophy Graduate Enrollment and Funding Statistics**). Currently, the Department offers 20 to 22 TA positions annually, as well as a single Top Scholar RA (TSRA) position. Some additional TA positions as well as an RA have become available through the Program on Values (this RA is not reserved for graduate students in philosophy, but in most cases they will be the best qualified candidates). Other TA positions result from collaboration with academic units such as the Program on the Environment, the undergraduate Honors College, and the Simpson Center for the Humanities. This past year the Department's development efforts have made it possible to offer advanced students a dissertation fellowship for one quarter. These diverse sources all enhance the support the Department can offer its graduate students, but they are by no means secure. One position that had been allotted to the Department

disappeared when the History of Science Society moved its national offices from the University of Washington because of lack of allocated space, and a TA position was lost when budget constraints obliged the Program on the Environment to cut assistantship support for environmental ethics courses.

Overall, and despite these contingencies, additional resources have improved the financial landscape for full-time graduate students in the Department. Students who are making good progress routinely receive support throughout the academic year. Those entering with funding packages (now the vast majority of our students) are guaranteed five years of financial support. Currently the Department supports all students through the sixth year and, as indicated earlier, we offer summer stipends to first and second year students who are not yet eligible for summer teaching; in 2006-07, altogether 26 graduate students will be supported by a combination of department funds and university-wide research positions and awards. In 2005 we introduced a set of funding policies designed to cover a variety of other expenses that graduate students typically face, including travel for conferences and research, membership fees for professional organizations, and subsidy for dinners following department colloquia (**Appendix BB: Department Funding for Graduate Students**). We hope and expect that these levels of funding will continue in the future.

Teaching

One of the great strengths of our program is the training and experience our graduate students receive as teachers. Those who enter with a funding package can expect 18 quarters of teaching experience in regular year academic sessions (fall through spring), as well as summer teaching through several years. Much of this experience takes

the form of teaching assistance, but a third to half of it will be in independently taught courses.

Although this extensive teaching experience puts our graduates at a considerable advantage on the job market, we recognize that it is time-consuming and challenging. Graduate students must learn to balance their teaching responsibilities with their own academic goals, and they must cultivate pedagogical skills as they aspire to become professional academics. All new TAs are required to attend the university-wide Conference on Teaching and Learning (<http://depts.washington.edu/cidrweb/TAConference/2006/index.html>). In addition, the Department has developed a number of structures that support students in their role as teachers. These include a TA handbook that summarizes departmental policies and offers practical advice for new TAs (**Appendix CC: Teaching Assistant Handbook**); the regular assessment of teaching assistants through student course evaluations as well as by peer and faculty observers (**Appendix V: Departmental Observation & Evaluation Schedule/Classroom Observation Report**); and a two-quarter departmental seminar on teaching (PHIL 505) which provides graduate students an orientation to their responsibilities as teaching assistants in the first quarter, and focuses on issues pertinent to those teaching their own courses in the second quarter (see **Appendix DD: Sample Syllabus for PHIL 505**). It is a testimony to the effectiveness of this seminar that students frequently attend it in multiple years. Finally, in 2005 the Department formalized a mentoring system for all students teaching independently; faculty mentors review the syllabus for each class and offer support and advice throughout the teaching

experience. In short, the Department provides resources and support for students at each stage in their development as teachers.

In order to recognize and celebrate the excellent teaching done by so many of our graduate students, the Department has instituted a practice of selecting one 4th year student each year to be Lead TA. This appointment is based on an appraisal of teaching accomplishments and an ability to mentor those with less experience. The Lead TA organizes and runs the teaching seminar (PHIL 505) under faculty guidance, in exchange for release from teaching obligations, and also serves in a variety of capacities as the teaching “guru” for younger graduate students. The responsibility and the esteem associated with this position underscores the value we attach to teaching in our graduate program. In addition, in 2002 the Department established an annual Excellence in Teaching Award. Each student who would like to be considered for this award prepares a teaching portfolio that includes student evaluations, peer evaluations, evaluations by supervising faculty members, any syllabi they have created for independently taught courses, and a statement of their teaching philosophy. (Graduate students in their third, fourth, and fifth years are required to turn in such a portfolio in any case; it is optional for other years.) The Department usually makes 2 to 4 such awards each year. In addition to recognizing excellence among our students, the process of developing teaching portfolios over several years ensures that our graduates have this aspect of their credentials in good shape when they enter the job market.

Professional Development, Degree Completion, and Job Prospects

The graduate program is designed at every stage to produce professional philosophers whose training will enable them to succeed both as scholars and as teachers.

The orientation for incoming graduate students includes a discussion of what it means to be professional in the classroom and in one's scholarship. Extensive experience in the classroom and with course design ensures that our graduates are more seasoned instructors than those graduating from many other programs. The requirement that our students develop three masters papers through a process of peer and faculty feedback cultivates, early in their graduate careers, a capacity for independent thinking, responsible criticism, and effective response to such criticism. When students have completed these masters papers they then prepare a dissertation prospectus and, at this juncture, they are encouraged to attend conferences, join relevant professional organizations, and submit papers for presentation or publication. As indicated above, they are supported in this by the Department's commitment, recently formalized, to fund conference and research travel, and to subsidize professional membership fees (**Appendix BB: Department Funding for Graduate Students**). The graduate students run a "works in progress" colloquium series that has proven to be extremely valuable, providing students experience in making public presentations and a forum for giving one another feedback on their research. In addition, the students organize a graduate conference every other year, a process that gives them experience negotiating some of the social aspects of our profession, from networking to administration, and that puts them in touch with graduate scholars from around the nation. Together with the colloquium series, the biennial graduate conferences give students and faculty an opportunity to recognize one another's accomplishments and to develop a community of philosophical discourse. In their final years, the faculty provide students support as they develop dossiers for the job market, assembling documentation of their developing research

programs to complement the teaching portfolios they have created and revised through yearly submissions for the Departmental Teaching Awards.

While the faculty are generally satisfied with the structure of the graduate program (a fact made evident in our review of the masters papers process four years ago), the last departmental review raised questions about rates of progress through the program that are a continuing concern. At that time the retention of students was a serious problem, a function of insufficient funding and a low rate of success on the masters papers. Today the vast majority of students are fully funded, and the masters papers have improved markedly as the quality of the incoming students has risen. To ensure that students complete the program and earn degrees in a reasonable length of time, we now monitor student progress more regularly and have clarified our expectations for each step of the process. In 2004 we instituted a program of annual reviews for all active graduate students. The graduate advisor meets with first year students to discuss the masters papers process and distributes a “masters papers handbook” that was developed in collaboration with graduate students (**Appendix EE: Masters Papers Handbook**). A similar meeting is scheduled with all third year students to discuss their plans for dissertation work. And because students typically falter after submission of the masters papers at the end of the second year, we are currently developing a set of guidelines for making a successful transition from completion of the masters papers to the formulation of a dissertation project. We hope that this added structure will help students make steady progress at all stages of their graduate careers.

Although preparation for the academic job market is largely provided on an individual basis by each student’s dissertation committee, the Graduate Advisor has

formalized some steps leading to the job market. Each spring a timeline for preparation of materials is distributed at an information session designed for those preparing for the job market, and in the autumn the graduate students who anticipate entering the job market meet with the graduate advisor individually. A sample dossier has been created to answer common questions about style and format, and the faculty review student materials on the request of the Graduate Advisor. All students are offered practice interviews, with preparation beforehand and feedback from several faculty members afterwards. Practice job talks are also arranged for those students preparing for campus interviews. Although jobs continue to be tight in philosophy, the majority of our students find employment their first year on the market and almost all receive multiple APA interviews (**Appendix FF: 10-year Graduate Placement Record**). Even so, many must be on the market for several years before they find tenure track positions. It is too early to determine whether students pursuing new areas of departmental strength will fare any differently.

Section C: Undergraduate Program

While the report of 1996-97 found the undergraduate program to be solid, the courses well taught, and the students very satisfied with the program, the Department has implemented a number of structural changes in the past ten years that should be noted. As indicated at the outset, the undergraduate major in philosophy has grown quite dramatically; currently there are over 200 majors and some 55 minors in Philosophy. This growth has created bottlenecks at several key points, especially in connection with the history of philosophy requirements for majors and the senior course requirements for honors students. A student working toward honors in Philosophy must include either a graduate seminar or an honors capstone course among the five courses they take at the

400-level or above; the capstone course has become the preferred option because graduate seminars were often inappropriate for undergraduates. In order to address these problems the Department voted to allow more courses to satisfy the history requirement (**Appendix GG: Undergraduate Philosophy Major, Minor, and Honors Requirements**), and it has increased the number of capstone courses available to honors students in Philosophy.

Two new interdisciplinary degree programs have been developed at the undergraduate level since the last review. In cooperation with members of the History Department, the philosophy of science group has developed a separate Bachelor of Arts degree in the History and Philosophy of Science; Andrea Woody is especially to be credited for the success of this initiative. This major requires students to take a series of courses in history and philosophy in addition to at least 30 credits of Natural World courses (**Appendix HH: Undergraduate History and Philosophy of Science Major**). Very few universities in the country offer a B.A. in History and Philosophy of Science; the program now established at the University of Washington is small but demanding and has been growing steadily. In conjunction with the Department of Mathematics, the Department of Philosophy has also created a B.A. track in Mathematics, the aim of which is to train students who are familiar with quantitative analysis to write clearly and critically.

Training in Research Methods

The Department is committed in all its programs to the goal of producing students who can deal clearly and critically with abstract ideas, who can express themselves effectively both verbally and in writing, and who have a good sense of the history of

philosophical ideas and how the ideas of one historical period can be important to the ideas of a later period. Because research in philosophy is both a solitary and a social process, courses in Philosophy are typically designed to encourage students not only to develop their ideas in the form of standard (individual) philosophical papers, but also to read their papers or otherwise distribute them to peers for comment and criticism. It is fairly rare that philosophical papers are co-authored, but this research model of collaborative, critical engagement is common in the field and is encouraged by the Department at both the graduate and the undergraduate level. In some classes students are required to write a prospectus for a paper, a complete draft of a paper, and then a final draft in the course of the quarter, at each step responding to input from their peers and their instructor. Students are also encouraged to make use of the peer tutoring services offered by the Philosophy Writing Center in the course of developing their papers; this Center is operated by the Department with funding from the Office of Undergraduate Education and department hourly funds. Many undergraduate students take independent study courses so that they can write on subjects of particular interest, often with the aim of preparing a paper they can submit with their applications to graduate school. To further reinforce the development of philosophical writing skills among our undergraduate students the Department obtained funding from the College to study the ways in which student writing can be improved and encouraged in philosophy courses. This winter multiple workshops will study best practices in teaching writing, and the Department is considering a change in the departmental writing requirements. At a minimum we expect to implement a writing course in the spring of 2007, a writing

resource bank will be created in the summer of 2007, and there will be a graduate student workshop on the teaching of philosophical writing in the autumn of 2007.

Other mechanisms that enhance the training of undergraduates in philosophical research methods and help to create a community of philosophical discourse among our students include departmental support for the SUPS, the undergraduate student organization in Philosophy. This group convenes regular meetings to discuss philosophical issues, sometimes presenting papers of their own, or viewing films that raise philosophical questions, or listening to talks by faculty members. Undergraduate students are also encouraged to attend undergraduate philosophy conferences and to submit papers for publication in undergraduate and, occasionally, professional journals. One especially impressive initiative undertaken by Philosophy undergraduates at the University of Washington is the publication of their own journal, beginning in 2004-05 (**Appendix II: Sample Undergraduate Journal**). Another striking achievement is the sponsorship of Ethics Bowl teams that have competed, often with great success, at the regional and national level for the last six years. The Department and the Program on Values support at least two teams, each of which typically includes ten to twelve students who devote weeks of time to Saturday practices and trial contests leading up to the main competitions in early March and April. In these meets the contending teams are given a set of cases from which to select one for commentary and debate. The team members present a position on the case, to which members of the opposing team then respond, raising questions and challenging assumptions and arguments. Judges score the teams both on their presentations and on their responses to questions. The preparation for these Ethics Bowls requires the development of skills of analysis and argument and a depth of

knowledge of core issues in ethics. In fact, this knowledge so closely parallels what students are expected to learn through formal coursework, that the Department will likely institute an ethics course based on a study of the kinds of cases that figure in such competitions. In 2000 and 2005 the University of Washington teams won the National Ethics Bowl, and in 2003 and 2006 the departmental team won the regional Ethics Bowl. In spring 2006 the Department hosted the first Ethics Bowl for schools in the Northwest.

Internships are another mechanism for engaging undergraduate students in learning and applying disciplinary research methods, and they are well supported at the University of Washington, for example, through the Carlson Center Service Learning program (for details see their website: http://depts.washington.edu/leader/3_service/). Although internships are not as common in philosophy as in other areas of study, the Department has several courses that encourage internships. They are particularly important in “Philosophy of Human Rights” (PHIL 338) and, in the past, they have been a component of environmental ethics courses and of “Philosophy of Feminism” (PHIL 206). Students also have the option of developing peer-taught courses and reading groups on their own, with faculty sponsorship. For several years a philosophy of religion reading group operated under this rubric, and in the late 1990s the Department introduced a peer-taught “New Majors Seminar” (PHIL 199). This course is limited to 15 students and is organized as a series of meetings with faculty in Philosophy who describe their research interests and introduce the seminar group to their areas of expertise. The students who convene the seminar prepare questions and read short essays by those who are enrolled, under the guidance of their faculty sponsor. In the course of the seminar the students meet a majority of the faculty in the Department and receive an orientation to most areas

of philosophy. The goal of the course is to provide new majors with a cadre of peers and to give them enough information about the Department and the discipline that they can make informed choices about their undergraduate studies.

The students have responded in a positive way to these various forms of encouragement for mastering philosophical thinking. Their satisfaction is evident when they write about their experiences as undergraduates and it is reflected in the number of better students who apply for admission to graduate programs in philosophy and related fields (**Appendix JJ: Undergraduate Letters of Support for Brotman Award Nomination**). The Department has made it a priority to support students in the process of developing applications to graduate and professional programs. Individual faculty members write letters of recommendation, mentor, and advise students as a matter of course, but, in addition, each year the Undergraduate Advisor offers at least one information session on the graduate application process. In 2004 the Department inaugurated an autumn series of workshops targeted at those students who were specifically interested in applying to graduate programs in philosophy. These students meet once every two weeks to focus on a different component of the application process, usually with a faculty member or graduate student who provides an insider perspective on a particular topic. This past fall the Department hired a student activities coordinator to organize these sessions.

Each year in the spring the Department asks graduating seniors about their future plans. Only a small percentage respond to our exit survey and many of these are unsure of their future plans. We do know, however, that a number of our undergraduates have been admitted to excellent schools, not only for graduate study in philosophy and other

academic fields, but also to law and other professional programs. (**Appendix KK: List of Recent Undergraduate Placements**).

Section D: Challenges and Final Assessments

The ideal size and composition for Philosophy at the University of Washington would be a department of some 22 full-time faculty members with a balance of junior and senior members and at least four areas of nationally recognized strength, for example, history of philosophy (ancient and early modern), philosophy and history of science, analytic epistemology, and applied ethics. This ideal department would have a core of 30 funded graduate students, and 175 to 200 undergraduate majors. And it would support a rich network of interdisciplinary research and teaching connections reaching out to many departments and units on campus. But to be effective in this expansive mission, the Department must also sustain sufficient strength in core areas of philosophy to ensure that its undergraduate and graduate students leave its programs well grounded in traditional metaphysics and epistemology, philosophy of mind, and theoretical ethics.

Overall, the Department of Philosophy is much better situated to build on its historic strengths and to meet future challenges than it was in 1996-97. The Department has gained considerable visibility both in the College and across the University, and it has a clear vision of what kind of department it wants to be and what it needs to get there. In size it is much closer to what is appropriate for a research university like the University of Washington, judging from peer institutions, and it is now much more diverse both in the range of faculty interests and in the breadth of its curriculum. It has a stable and highly competent staff. Its strengths in philosophy of science, ethics, epistemology, history of philosophy, philosophy of law and feminist philosophy fit well

with the needs and strengths of the greater academic community. There is a substantial core of younger faculty members who are productive and highly visible in their respective areas. A number of these will be ready to take on leadership roles in the near future. The graduate and undergraduate students are of high quality and seriously committed to both the profession and the Department. And, finally, the Department's development efforts promise to yield increasing and much needed resources in the future.

At the same time the Department of Philosophy is vulnerable in several respects. Five of its eight full professors have expressed an interest in retiring in the next three to four years. Such retirements will be particularly devastating in the areas of epistemology, logic, philosophy of science, and the history of philosophy, all core areas of strength for the Department. The Department already suffers a deficit because of retirements that have cost it specialists in philosophy of mind and metaphysics. These are areas of philosophy that every student expects to study and that anchor several growing areas of interdisciplinary strength in the Department. If these retiring colleagues are not replaced by faculty who can maintain strength in core areas, the Department could quickly slide back into the situation described at the time of the last review: unbalanced in its expertise, and vastly overstretched. The fact that several new faculty members have obligations to other units makes such a prospect even more serious. Given the quality of these faculty, the College must recognize that there will be efforts to raid the Department by highly regarded departments at other universities; a number of our peer institutions support philosophy departments whose faculty teach proportionately many fewer undergraduate students and more graduate students, a condition directly related to the size of these departments. Hiring is, then, a priority if we are to maintain the stability of

the Department and capitalize on its substantial gains. Despite our growth and many positive developments over the past ten years, our continued success remains tenuous given the current situation.

Basis of Assessment

By several measures the Department of Philosophy at the University of Washington has been moving in a positive direction since the last review. These measures are:

- The increase in the number of notable areas.
- The increase in the rate and quality of faculty publications.
- The increase in the number of undergraduate majors.
- The much greater breadth of the curriculum.
- The increase in the quality of graduate students applying to the program.
- The strong teaching evaluations of the faculty and graduate students.
- Exit surveys for undergraduate and graduate students.
- Placement of undergraduate majors and graduate students.
- Recognition of faculty members through awards and nominations.