In the year since the Philosophy Department signed its Memoranda of Agreement (MOA) there has been some progress on the actions agreed upon, although more needs to be done. In what follows, I will address each of the categories and progress made.

1. Curriculum and Pedagogy

a. Teaching Practicum. The institution of a more focused and more intensified Teaching Practicum for our graduate students who are also teaching part time for the department has been accomplished. Under the direction of Professor Tina Chanter, the Teaching Practicum is now a required course for all graduate students who are teaching for the first time. The course actually begins the Spring prior to the first year of teaching in which there is a three hour meeting devoted to the discussing syllabi for the Department’s PHL 100 course. This is the course that all part time faculty teaching for the first time teach. Several faculty participate in this seminar, offering advice on what works and what doesn’t in this course. Students are required to produce a syllabi for their anticipated class in the fall. Please find attached a description of the Teaching Practicum.

b. Perquisites. During the 2001-2002 academic year, the department began a discussion on perquisites and better course sequencing. PHL 100 is now a prerequisites for all of our 300 level courses with the exception of the history sequence. The Department is still working on better course sequencing.

c. Students in Philosophical Inquiry Domain Courses. The department has not contacted the Office of Institutional Planning and Research to discover student progress through the undergraduate courses and what the affect of our Philosophical Domain courses have had on that progress. The department has not undertaken any study examining how different types of students are affected by the Philosophical Domain courses. During 2002-2003, the Chair will contact OIPR and begin this examination.

d. Course Evaluations. The department’s undergraduate affairs committee developed a new course evaluation that will be put into place during the 2002-2003 academic year. Please see attached a copy of the new Course/Instructor evaluation.

e. Perceptions of Program. During summer 2001, Peg Birmingham and Will McNeil worked closely with DePaul’s Office of Publications to develop a new department web site as well as a new poster that advertised the department’s graduate program with its various emphases. This poster was mailed to over 500 universities and colleges both nationally and internationally. While there is no accurate measure as to how this work changed the perceptions of the program, there is a general sense that both the new web site and the poster better advertise the graduate program’s broad range of emphases, including the emphasis on the history of philosophy. The
department has appointed a webmaster to update regularly the website. Please find attached the new poster.

2. Assessment.

   a. The department devoted its first assessment cycle to an assessment of PHL 100. In February 2002, the department’s undergraduate affairs committee along with three one year faculty looked at all the syllabi for this course and wrote a report in which the goals of the course were discussed. In May, the entire department discussed this report. In August, Dean Mezey wrote the department expressing concern about the way the assessment was carried. In light of these concerns, the department is making PHL 100 part of its cycle 2 assessment project along with PHL 200. Please find attached the committee’s report, the departmental discussion, and Dean Mezey’s memo expressing his concerns.

   b. The three year assessment cycle is in place. The Undergraduate Affairs Committee is prepared for the assessment of our 200 level courses as well as revisiting the assessment of PHL 100.

   c. The Undergraduate Affairs Committee held undergraduate student reviews during the third week of February, 2002. These reviews will always take place at this time so that students can anticipate and prepare for them. Please find attached a report on these reviews.

   d. The articulation of goals for the departments of undergraduate program is ongoing. There should be more clarity after its cycle 2 assessment.

**Issues on which there is joint commitment to continue working**

1. Advising

   a. The Undergraduate Affairs committee continues to discuss the issue of defining more definite goals with respect to advising, especially regarding how students are assigned to an advisor. While the committee would like to require students to meet with his or her advisor, the fact of online registration makes it difficult to know how to enforce this rule.

   b. In Summer 2001, the Chair of the Philosophy Department drew up a proposal regarding the duties and responsibilities of the Undergraduate Studies Director and submitted it to Dean Mezey. Dean Mezey has continued to grant a course reduction for the Undergraduate Studies Director. Please find attached a copy of the document outlining the duties and responsibilities of the Undergraduate Studies Director.

2. Faculty
During 2001-2002, the department joined the rest of the College of LA&S as we sought to decrease faculty workload. On the table was a proposal from LASAC concerning targeted course reductions for research. The department voted in favor of the proposal with conditions, but the proposal was voted down. At this writing, the department does not really know what to do about the issue of faculty workload. The chair of the department has volunteered to serve on the Dean’s committee to discuss the issue.

3. Administrative Matters

a and b. The department continues to work on understanding People Soft. The ‘declaration of major’ form is now processed in a more timely manner. There is still some difficulty in counting double majors. The Director of Undergraduate Affairs is working on this.

c. Rather than increased staff support for helping with the Graduate Placement Service, Dean Mezey has generously agreed to underwrite our use of the Interfolio Resume Service. This on line service, used by such institutions as the University of Chicago, is a first rate placement service and has significantly decreased the hours that the Graduate Director must spend with student placement. Indeed, there is virtually nothing to do insofar as the student sets up and manages his or her own account with Interfolio. Confidential letters of recommendation no longer have to go through the Graduate Director but can be mailed directly by individual faculty. This has been a real breakthrough in work reduction. The resumes also look very nice.

Issues noted for further discussion

1. Institutional leadership. The department feels that it has maintained a high level of institutional leadership. We point especially to the efforts of two of our faculty in developing the Black and African Diaspora Studies Program. The department continues to be very involved with DePaul’s Liberal Studies Program.

2. At this writing, I am not sure what is going on with the CTA-U passes.

3. The department continues to discuss how to balance the maintenance of academic rigor and quality while keeping the university open to all students.

Attachments

1. Description of Teaching Practicum

2. New Course/Instructor Evaluation Form
3. New Poster advertising the graduate program

4. Assessment of PHL 100, Appendix 1, 2, 3A, 3B, and Dean Mezey’s memo

5. Duties of the Undergraduate Studies Director