

Philosophy and Religion

PROGRAM REVIEW

May 2017

DEGREE OPTIONS BEING REVIEWED:

Philosophy (AA.LA.PHIL) and Religion (AA.LA.REL)

PROGRAM REVIEW TEAM:

Peter Dlugos, Michael Redmond, Tobyn DeMarco, Vanda Bozicevic, Lisa
Sargese, and Paula Williams

PERIOD OF YEARS BEING REVIEWED: 2000-2017



CONTENTS

Overview.....	3
Summary of Significant Developments Since Last Program Review.	4
Focus on Students.....	8
Focus on Faculty and Staff.....	21
Focus on Curriculum.....	29
Focus on Support.....	37
Focus on Community.....	42
External Reviewer.....	44
Summary.....	45
Recommendations.....	46
Action Plan.....	47

Appendices:

- Appendix A: College Mission, Vision, and Values
- Appendix B: Faculty Achievements
- Appendix C: Curriculum Maps (electronic attachments)
- Appendix D: Curricular Innovations
- Appendix E: 2014-2016 Assessment Plans (electronic attachments)
- Appendix F: Learning Support Services
- Appendix G: External Reviewer's Report

OVERVIEW

The mission of the BCC Philosophy and Religion faculty is to provide students with a substantial and educationally meaningful program of philosophical and religious studies through well-designed and well-taught on-campus, online, and partially online (hybrid) courses.

Intellectual Skills

An integral feature of our mission – both in Philosophy and in Religion – is to impress upon students the value of critical thought and the value of precision in the use of language and to help them develop the habit of thinking, speaking, and writing with logical rigor and clarity. To that end,

1. we seek to base all philosophy and religion courses on the reading and discussion of the writings of major philosophical and religious thinkers (i.e., on primary sources rather than on textbooks, either in anthology form or in the form of "great books" or "classic texts"), including, in the case of religion, the study of the sacred scriptures of the major religions of the world;
2. we incorporate in all philosophy and religion courses the teaching of basic principles and methods of logical reasoning and/or critical thinking as well as techniques of academic research and writing; and
3. we require students in all philosophy and religion courses to do a substantial amount of expository, analytic, and critical writing in response to the materials studied in the courses.

Instructional Methods

In carrying out our mission, we utilize instructional methods calculated to meet the educational needs of all students, recognizing that there is a diversity of learning styles among BCC students. We organize the learning process through appropriate combinations of lectures, group discussions, collaborative learning processes and projects, audio-visual presentations (videos, PowerPoint presentations, carefully-designed reading and writing assignments [papers, tests, library research projects, etc.]).

SUMMARY OF SIGNIFICANT DEVELOPMENTS SINCE LAST PROGRAM REVIEW

The last comprehensive program review in Philosophy and Religion occurred almost 20 years ago--in 1998-99. The long gap is purely accidental, and due to the changes in college administration that led to different review schedules being created in the intervening years. The department did, however, participate in a college-wide program review process in 2009-2010 that focused on curricular issues, and required the development of curriculum maps. This more focused review process was necessitated by a 2006 Middle States accreditation recommendation. That work, as well as a subsequent curriculum mapping effort in 2014, will be described further in the section below on Curriculum.

Although much time has passed since the last comprehensive program review, we believe that a review of the recommendations and follow-up actions of that review process is the best place to begin the current review.

Recommendations from the 1998-99 Program Review:

1. The Philosophy and Religion Discipline represents an academic department. The "Discipline" should be officially recognized by the college administration as a Department, and it should have a faculty-elected Department Head rather than an administratively-appointed Coordinator. Compensation of the PHR Department Head should be parallel to the kinds of compensation given to other Department Heads, but should be proportional to the size and difficulty of administering of the PHR Program.
2. An additional full-time line position in Philosophy and Religion should be created. This should be either in addition to the current full-time positions, including the departmental Lectureship, or, at minimum, the Lectureship should be replaced by a line position.
3. The PHR course development projects should be continued:
 - a. The departmental discussion of the nature of and relationship between PHR 103 Basic Logic and PHR 203 Intermediate Logic should continue during the 1999-2000 academic year and beyond, if necessary.
 - b. The process of transforming PHR 105 Ethics in Business and Society into a more comprehensive course in Professional Ethics should be completed during the 1999-2000 academic year.
 - c. The process of seeking general education status for PHR 124 The Bible and Christianity and PHR 125 The Bible and Judaism should be completed during the 1999-2000 academic year.

- d. The official syllabus for PHR 120 Introduction to Religion should be revised in response to the findings stated by Dr. F. David Kievitt. This should be done during either the 1999-2000 or the 2000-2001 academic year.
 - e. All work with regard to the development and implementation of the new course on “Women and Religion” should be completed during the 1999-2000 academic year, and the course should be offered for the first time either in the fall 2000 or spring 2001 semester.
4. Departmental efforts to attract more students to the Philosophy and Religion “major” and to mentor and otherwise support them once they have “opted” for the Program should play a more central role in the work of the PHR Department, beginning in the 1999-2000 academic year and continuing as a regular feature of the Department’s work.
5. The problems associated with students’ lack of readiness for college-level work in Philosophy and Religion should become an object of concentration by the PHR faculty in departmental meetings and other forums, and the development of a departmentally-adopted set of criteria for grading student written work should be seriously considered.
6. The PHR Department should keep the college administration apprised on a regular basis of inadequacies in campus facilities such as classrooms, faculty offices, computer facilities, and so on.

Response to Recommendations:

The recommendations were largely addressed and achieved in the following years, either directly or through integration into the annual departmental plans that were part of Bergen’s college-wide planning process in the years 2000 to 2006. Specifically:

- Dr. Tobyn DeMarco was hired as an Instructor in 2001.
- All of the course development projects referenced above were completed.
- Student readiness has been a consistent area of attention from our faculty over these years, assisted by our learning assessment efforts.
- Common grading rubrics have been used in all of the recent learning assessment projects.
- Philosophy and Religion became a department in Fall 2008.

The one recommendation that the department continues to address is the fourth: "Departmental efforts to attract more students to the Philosophy and Religion "major" and to mentor and otherwise support them once they have "opted" for the Program should play a more central role in the work of the PHR Department." This will be discussed further below in the section on Students.

Growth, Investment, and National Recognition

After the untimely death in 2002 of a full-time member of the department, Dr. Joram Haber, the department sought to fill the vacant line. In 2003-2004, the college conducted a national search, and hired Dr. Vanda Bozicevic in the Fall of 2004. In that same general timeframe, two full professors in the English Department--Dr. David Kievitt and Dr. Joanne Glasgow--transitioned into full-time professors of the department. Both had been teaching religion classes for the department on a part-time basis for several years.

During this period of investment, growth, and vitality, the department was featured in articles in two major national publications: *The Chronicle of Higher Education*, "Can Philosophy Exist?," by Jamilah Evelyn, May 21, 2004; and *The Christian Science Monitor*, "Philosophy: hot major at two-year college," by Teresa Mendez, August 31, 2004. Each article discussed the rise and development of the Philosophy and Religion program and attempted to explain how Bergen came to have one of the most successful two-year college Philosophy and Religion programs in the nation. According to the *Chronicle*, Bergen's Philosophy and Religion program was the largest two-year program east of the Mississippi, and was larger than most 2- and 4-year programs at institutions of comparable size.

Significant changes since the last Program Review:

While many changes have occurred at the institutional level, the department itself has either remained steady or grown in most respects, except for staffing lines as noted below. The major changes can be summarized as follows:

- The number of class sections offered each semester has doubled.
- The number of courses offered by the department has increased by 50%.
- The number of full-time faculty (including lecturers) has decreased from 13 to 5.

- The number of adjunct faculty has doubled.

Put succinctly, this is a story of expansion and contraction: expansion of offerings and students taught, but a shrinking of the percentage of students taught by full-time faculty. In addition to the impact on instruction, the shrinking of our full-time faculty has had a negative impact on almost all aspects of department life: service to the College through committee work; ability to maintain basic functions such as regular teaching observations, and support for students through co-curricular activities. These will all be discussed in more detail in the relevant sections of this report.

FOCUS ON STUDENTS

The Department of Philosophy and Religion serves students enrolled in the Philosophy and Religion program options and students from across the College. In recent years, approximately 1600 to 2000 students take Philosophy and Religion classes in any given semester. Although there are required classes for students enrolled in the our program options, most of these students are enrolled in other degree options, and are taking the classes on an elective basis and to satisfy General Education requirements. Students enrolled in our program options and students from across the College participate in department-sponsored lectures and social activities, including weekly Logos (Philosophy Club) meetings and annual Interfaith events which are supported by the Philosophy and Religion faculty. These will be described in more detail below.

Demographics and Enrollment

The following tables provide demographic information on the students enrolled in our two degree options.

Degree Option Enrollment by Attendance						
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Philosophy	24	34	33	23	18	13
Religion	n/a	7	4	3	4	6

Source: Program Dashboards published by the Center for Institutional Effectiveness

Fall Enrollment by Status--Philosophy					
	2011	2012	2013	2014	2015
Full-Time	23	22	14	12	8
Part-Time	11	11	9	6	5

Fall Enrollment by Status--Religion					
	2011	2012	2013	2014	2015
Full-Time	5	4	1	3	3
Part-Time	2	0	2	1	3

Fall Enrollment by Gender and Ethnicity--Philosophy								
	2012		2013		2014		2015	
	F	M	F	M	F	M	F	M
White	37.5%	40%	25%	33.3%	37.5%	50%	40%	12.5%
Hispanic	12.5%	36%	12.5%	20%	37.5%	10%	60%	25%
Black	12.5%	0%	12.5%	0%	12.5%	20%	0%	12.5%
Asian	0%	8%	0%	6.7%	12.5%	0%	0%	0%
Unknown	37.5%	16%	37.5%	40%	0%	20%	0%	50%
All Other	0%	0%	12.5%	0%	0%	0%	0%	0%

Fall Enrollment by Gender and Ethnicity--Religion								
	2012		2013		2014		2015	
	F	M	F	M	F	M	F	M
White	n/a	n/a	0%	66.7%	0%	25%	50%	25%
Hispanic	n/a	n/a	0%	0%	0%	0%	0%	0%
Black	n/a	n/a	0%	0%	0%	0%	0%	25%
Asian	n/a	n/a	0%	0%	0%	25%	0%	25%
Unknown	n/a	n/a	0%	33.3%	0%	50%	0%	25%
All Other	n/a	n/a	0%	0%	0%	0%	50%	0%

Philosophy Enrollment by Registration Type*				
	First-Time	Stop Out	Transfer	Returning
2012	21.2%	6.1%	3%	69.7%
2013	8.7%	13%	0%	73.8%
2014	33.3%	5.6%	5.6%	55.6%
2015	30.8%	0%	7.7%	61.5%

Religion Enrollment by Registration Type				
	First-Time	Stop Out	Transfer	Returning
2012	n/a	n/a	n/a	n/a
2013	33.3%	33.3%	0%	33.3%
2014	75%	0%	25%	0%
2015	0%	0%	0%	100%

*First-time means new to college; Stop Out means not enrolled in the previous semester; Transfer means new to Bergen (previously enrolled at a different institution; Returning means enrolled in previous semester

The decreases in the Philosophy Option correspond pretty neatly to overall enrollment decreases at the College, and nationally. The emerging enrollment picture, looking at both options, and admitting some exceptions, is of a student population that is primarily full-time, and that persists from fall to fall semester. (Data on retention, transfer and graduation will be reviewed below.) The ethnicity and gender of our philosophy students seems to align well with the college-wide data, although the small numbers in the religion option complicate the analysis.

While the number of program option enrollees might be perceived as low, these numbers don't accurately reflect the student demand for philosophy and religion, or for many of the other comparable disciplines in the humanities. There is a substantial group of students we call "phantom majors"--students who take enough philosophy or religion classes to satisfy the requirements of our program options, and even in some cases self-identify as philosophy or religion "majors," and yet are enrolled in other degree programs, either because of convenience, or under advisement, or financial aid regulations that limit the number of times a student can change their degree without penalty.

There is also the fact that students can actually take more philosophy and religion classes if they are enrolled in the Associate of Science Professional Studies General Degree (AS.PS.GEN), which includes a large category of unrestricted credits. (A former full-time member of the department used to advise students who wanted to major in philosophy to enroll in AS.PS.GEN for this very reason.) Academic counselors and the College administration have also been, for some time, encouraging students generally to enroll in AS.PS.GEN, whose growth has skyrocketed in the last ten years. As noted above, this particular degree program has little structure, and thus it is comparably easy to meet the graduation requirements. What's more, the College now automatically enrolls students in this program during the admissions process if they don't actively choose a different one. Combined with the new financial aid regulations noted above, students are now enrolling in AS.PS. GEN regardless of their academic interests and aspirations. One member of this review team who attended a recent Student Government House of Representatives meeting observed that more than half of the 40 students present indicated, while introducing themselves, that their "program is Professional Studies, but their major is..." or their "program is Professional Studies, but after they transfer they will major in....." On that particular day, some of the cited majors included journalism, political science, biology, and philosophy. The anecdote mirrors the data: in Fall 2016, enrollment in AS.PS.GEN was three times the size (3,490 students) of the next most popular degree--the Associate of Arts, Liberal Arts, General Curriculum--AA.LA.GEN (1,138 students).

This discussion provides a necessary context for revisiting the fourth recommendation from the last program review: “Departmental efforts to attract more students to the Philosophy and Religion “major” and to mentor and otherwise support them once they have “opted” for the Program should play a more central role in the work of the PHR Department.” The challenges are actually more serious than they were in 1999, for the reasons mentioned above. So, despite the department’s various efforts to recruit students—including regular participation in majors fairs and open houses, and regular letters to students enrolled in our options as well as all students enrolled in our classes--we feel like we are losing an institutional battle.

We face a different challenge with regard to mentoring program option enrollees, which is the advisement ethos at the College. Advisement is not mandatory for class registration, and so many students simply don’t get formal advisement in spite of the importance they place on it. We know this from the Community College Survey of Student Engagement that has been administered at Bergen multiple times, as well as a survey that we sent to the students in our program options in the summer of 2013 (to be discussed further below.) Or, if they do need help selecting classes, they go to the drop-in advisement center which until recently was primarily staffed by student aides and some faculty from across the College. Our continuing efforts to cultivate a mentoring relationship with the students in our programs options have not been *systematically* successful, and we suspect that the advisement ethos is largely responsible. On the other hand, we’ve gotten to know and assist some of our students quite well, including our “shadow” majors.

Student Satisfaction

We regard the relative demand for our classes as at least an indirect measure of student satisfaction with them, and with our programs as a whole. The same can be said for the continuity and vibrancy of the philosophy club: the saying “if you build it, they will come” is confirmed each fall, even when there are no student club leaders continuing from the previous spring. However, we also have some direct measures of student satisfaction, including student course evaluations using the relatively new online SmartEvals instrument.

The comparative data consistently shows that on average, Philosophy and Religion courses rate higher--and in some cases, significantly higher--than the college average on all of the 19 measures of quality included in the survey. Included below are the 2016 results; shaded rows indicate a .2 differential:

SmartEvals Student Course Evaluations AY2016		Spring 2016		Fall 2016	
	Question	Dept. Avg.	BCC Avg.	Dept. Avg.	BCC Avg.
1	The instructor presented the course material in an organized manner.	4.6	4.4	4.6	4.4
2	The instructor communicated the course objectives and material clearly.	4.5	4.4	4.5	4.4
3	The instructor established a positive learning environment.	4.6	4.4	4.6	4.4
4	The instructor provided helpful feedback about my work in this course.	4.4	4.3	4.5	4.3
5	The instructor supported my progress towards achieving the course objectives.	4.5	4.4	4.5	4.4
6	The instructor enhanced my interest in this subject.	4.4	4.2	4.4	4.2
7	The instructor provided timely feedback on my academic performance/grades.	4.5	4.3	4.5	4.3
11	Overall, this instructor was an effective teacher.	4.5	4.4	4.5	4.4
14	The course challenged me intellectually.	4.4	4.3	4.5	4.3
15	My knowledge increased from this course.	4.5	4.3	4.5	4.3
16	The course assignments accurately reflected the goals of the course.	4.5	4.4	4.5	4.4
17	The textbooks and reading materials enhanced the learning experience in this course.	4.3	4.2	4.3	4.2
18	Test questions accurately reflected course content.	4.5	4.3	4.5	4.3
19	On-line materials such as instructions, lectures, announcements, Power Points, videos, Podcasts, links, etc.,) were clear and presented in a logical manner.	4.4	4.2	4.3	4.2

We find these results very encouraging.

With regard to the satisfaction of students specifically enrolled in our degree options, we might have availed ourselves of the Graduate Follow-Up survey that is distributed annually, and college-wide, by the Center for Institutional Effectiveness. However, response rates have been sufficiently low in these last few years to make the information useful.

We did, however, conduct a mixed quantitative and qualitative survey of students enrolled in our options in the summer of 2013, partly as a way of seeking guidance on how to fine-tune our advisement and mentoring efforts. We received a half dozen responses, and the results were remarkably consistent: in answering the question of whether it would be desirable to have more contact with faculty outside of class time, for

social events, special seminars, etc., the responses were uniformly affirmative. However, it was also clear that there has been a communication gap regarding these events. Among the questions asked was: “Based upon your experience as a student in our philosophy and religion classes, what one change or improvement would you recommend to the department?” One respondent wanted to learn more about the philosophy club, and another indicated that she had never heard of it.

Recognizing the need to begin communicating differently with students, the department set up a Facebook page in the fall of 2015 called “BCC Philosophy and Religion.” This is now one of the means of announcing weekly club discussion topics as well as larger events and general items of interest. While growth has been slow, the page now has over 50 “Likes,” and continues to pick up a few new ones each month.

Learning Outcomes Assessments

The department has been diligently assessing student learning outcomes from the very beginning of the College’s efforts in this area. Much of the work began in earnest in 2004, prior to a Middle States decennial self-study, and it has continued unchecked since then in a series of primarily two-year assessment cycles. Given the size of the department, most assessment projects have involved all of the full-time faculty, including now-eliminated lecturers, and occasionally a sampling of adjunct faculty when needed. With the loss of lecturers and shrinking of the tenure-line staff, the department is now finding it necessary to involve more adjunct faculty, even though their time is limited.

We have approached student learning assessment with two main goals mind: to “close the loop” and effect gains in student learning and student success, and also to improve our offerings, our assignments, our goals for learning, and the overall educational enterprise we are engaged in. Looking at it broadly, and from the perspective of the full-time faculty, our assessment efforts have made a lasting impact of the way that most of us teach, and think about teaching--the assignments we create, the extent to which we are satisfied by the results, and our levels of curiosity in trying different approaches.

In the early years, in line with College assessment guidelines, the department itself chose course learning objectives that it deemed important to assess. One early plan, for example, focused on logic students’ ability to memorize the truth-table definitions for the five basic logical operators in propositional logic. The guiding motivation was the understanding that students who failed to adequately and accurately

internalize these definitions has little hope of being successful in the rest of the class. The project led to interesting and useful conversations and information-sharing about how truth tables are taught.

Another project, in 2008-2010, focused on oral participation in class. The faculty created a rubric to assess the quantity and quality of students' oral communication over the course of a semester. Here is a selection from the "use of results" segment of the report:

Students in PHR courses are generally not participating at the level that the faculty of PHR think is desirable. The Department has discussed and will continue to discuss the significance of class participation in our overall learning goals. In other words, if we do not deem oral and/or class participation to be highly significant as a learning goal, then we should delete these goals from our course objectives. The Department is not considering that action now. On the other hand, faculty members are discussing ways to improve the quality of, and increase the quantity of, class participation. That is, we want more students to participate more often in a rigorous manner. Some PHR professors have been using in-class logs or journals. All students are required during selected class sessions to write entries based upon the reading and discussion material. These entries, then, may be used as a springboard for oral class participation.

It was not until the 2014-2016 assessment cycle that the College explicitly required the department to assess *program-level* outcomes. The following table summarizes the program-level outcomes assessed, the means of assessment, the results, and our use of the results:

Program Learning Outcomes	Describe how the outcome has been directly assessed in the last five-year period.	What have been the results of that assessment? What changes have been made as a result?
Philosophy Option Goal # 1: Students will identify and analyze the basic problems of philosophy in the fields of metaphysics, epistemology, and value theory.	Forty (40) ungraded (not evaluated) essays/papers will be selected by a random method from seven (7) sections of PHR-101, PHR-106, PHR-107, PHR-110, during the Spring 2015 semester (includes regular, hybrid, and online sections). Each professor will assign an essay that requires exposition	The results emphasized our goal to have professors' assignments (examinations/tests, essays, projects, and presentations) directly connected to a course master syllabus student learning goal, which are, in turn, connected to Philosophy Option goals. The assessment project reaffirmed

	<p>of a basic problem in philosophy. The essay assignment/topic sheets will be collected by the assessment liaison, and excerpts will be appended to the assessment report. Each professor will submit all of the submitted student essays to the assessment liaison by the end of March 2015. The assessment liaison will use a random method to select a representative sample of forty (40) essays. The representativeness of the sample will be based upon the option (philosophy or religion), course, number of sections of the course, and professor. A collectively constructed rubric will be used for the holistic grading. In April 2015, a group of no less than three professors will evaluate each of the forty essays according to the agreed upon rubric.</p>	<p>our commitment to this practice. In addition, this assessment project caused Philosophy professors to alter some of their current assignments to be better aligned with student learning goals/outcomes. In addition, Philosophy professors will include some form of library instruction when assignments require research. In addition, the PHR Department constructed an online Teaching Resources Exchange in which all PHR members may contribute and download materials.</p>
<p>Religion Option Goal # 2: Students will apply academic methodologies to the study of religion.</p>	<p>Thirty-five (35) ungraded (not evaluated) essays/papers will be selected by a random method from approximately eight (8) sections of PHR-120, PHR-121, PHR-124, PHR-127 during the Fall 2015 semester. Each professor will assign an essay that requires an expository essay on the application of a standard academic methodology to the study of religion (Religion Department/Option # 2). The essay assignment/topic sheets will be collected by the assessment liaison, and</p>	<p>This assessment project caused the PHR Department to re-evaluate this Religion Option goal (# 2). The Department believes this goal statement should be revised. The results also emphasized our goal to have professors' assignments (examinations/tests, essays, projects, and presentations) directly connected to a course master syllabus student learning goal, which are, in turn, connected to Religion Option goals. The assessment project reaffirmed</p>

	<p>distributed to the professors participating in the holistic grading/evaluating. Each professor will submit all of the submitted student essays to the assessment liaison by the end of November 2015 and/or by March 2016. The assessment liaison will use a random method to select a representative sample of thirty-five (35) essays. The representativeness of the sample will be based upon the course, number of sections of the course, and professor. A rubric will be used for the holistic grading. Members of the Philosophy and Religion Department developed the rubric collectively. In April/May of 2016, the thirty-five (35) essays will be evaluated by a group of no less than three professors according to the agreed upon rubric.</p>	<p>our commitment to this practice. In addition, this assessment project caused Religion professors to alter some of their current assignments to be better aligned with student learning goals/outcomes for courses (although this assessment project assessed Religion Option outcomes/goals/objectives.). In addition, Religion professors will include some form of library instruction when assignments require research. In addition, the PHR Department constructed an online Teaching Resources Exchange in which all PHR members may contribute and download materials.</p>
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(Please see Appendix E for the complete assessment plan.) Our 2016-2018 assessment cycle will be discussed in the section on curriculum, below.

Student Success

With the exception of the Religion Option data, which suffers from the “small number” statistical problem, our retention and transfer rates are fairly comparable to the college averages:

One Year (Fall-to-Fall) Retention Rate*					
	Fall 2011	Fall 2012	Fall 2013	Fall 2014	
Philosophy	71.4%	50%	0%**	50%	
Religion	n/a	0%	0%	50%	
College-Wide	66.2%	64.5%	68.7%	64%	

Source: Program Dashboards published by the Center for Institutional Effectiveness

*The one year retention rate includes first-time, full-time degree-seeking students who enrolled in the fall semester and re-enrolled in the following fall semester.

**We suspect this is a clerical error, based on the Fall Enrollment by Registration Type data presented earlier in this section.

Transfer Rates—Philosophy*		
Cohort	Within Option	College Avg.
2010	14.3%	16.0%
2011	14.3%	15.0%
2012	16.7%	17.3%

Transfer Rates—Religion*		
Cohort	Within Option	College Avg.
2010	100%	16.0%
2011	0%	15.0%
2012	0%	17.3%

* Based on first-time, full-time, degree-seeking students who transferred without graduating within three years of enrolling at BCC. (For example, 2010 cohort transferred by 2013.)

With respect to the Philosophy Option, we also see a mostly steady stream of graduates, and judging from the overall number of students in the option, the rate appears to be comparable to college-wide graduation rates. With respect to the Religion Option, though the numbers are low, we still believe it is worth investigating why our students have not been transferring or graduating within the anticipated time

frames. Ideally, we would have a full-time member of the department who specializes in religious studies and who could take “ownership” of the option--grow enrollment, mentor students, and attend to curricular issues.

Number of Degrees Awarded					
	AY2012	AY2013	AY2014	AY2015	AY2016
Philosophy	1	6	6	2	5
Religion	n/a	1	0	0	0

Logos—The BCC Philosophy Club

Logos is one of the oldest clubs on campus, functioning almost continuously since the late 1980's. For those students interested in philosophy, including our “phantom majors,” it serves as a rich supplement to their classwork, and also a conduit for broadening their interests in philosophy and taking additional classes. It gives students a chance to interact with their professors on a less formal basis, to meet and form friendships with other students, and to practice their dialogical and leadership skills.

Weekly discussions are the mainstay of the club, and organized by student and advisor interest. Topics discussed in the Fall 2016 included “Are we someone’s computer simulation?,” “Should we be politically correct?,” “Religious? Spiritual? Philosophical?,” “Do you have a True Self?,” “Is Hillary a Feminist?,” “What is Happiness?,” and “What is our moral responsibility to others?” In addition to the weekly meeting, there are periodic social events such as hikes, picnics, and trips to lectures on other campuses. This spring the club went for a weekend retreat at Blue Cliff Monastery in upstate New York.

College-wide lectures by prominent philosophers have been another noteworthy part of Logos’ activity, and have helped bring recognition to the department and its disciplines. The list of Logos speakers includes: John Searle (Fall 1989), Stephen Stich (Spring 1991), Margaret Walker (Fall 1991), Hilary Putnam (Spring 1992), David Sprintzen (Spring 1992), Rebecca Goldstein (Spring 1995), Laurence Thomas (Fall 1995), Sander Lee (Spring 1996), Robert Solomon (Fall 1996), Douglas Allen (Spring 1997), James Rachels (Fall 1997), Colin McGinn (Spring 1998), Jonathan Shear (Fall 1998), Virginia Held (Spring 1999), Tim Maudlin (Fall 1999), Ann O’Byrne (Spring

2000), Ned Block (Spring 2000), Robert Kennedy (Fall 2000), Christana Arp (Spring 2001), Daniel Kolak (Spring 2001), Joram Haber (Fall 2001), Howard McGary (Spring 2002), David Benfield & Chris Herrera (Fall 2002), Dick Howard (Spring 2003), Charles Varela (Fall 2003), Douglas Lackey (Fall 2003), Rom Harré (Spring 2004), Arthur Danto (Fall 2004), Nancy Holmstrom (Spring 2005), Tamar Szabo Gendler (Spring 2005), Peter Singer (Fall 2005), Megan Laverty (Spring 2006), Philip Kitcher (Spring 2006), Chris Herrera (Spring 2006), Bryan Van Norden (Fall 2006), Amy Coplan (Spring 2007), Jeff McMahan (Spring 2008), Eric Steinhardt (Fall 2009), Robert P. George (Spring 2010), Gary Dorrien (Spring 2010), Massimo Pigliucci (Spring 2016), and Stephanie Rivera Berruz (Fall 2016).

Recognizing the need to update its communication methods, the department has recently developed and maintained a Facebook page ("BCC Philosophy and Religion") with announcements about meetings of Logos and other local philosophy lectures, and general information of interest to students in the club and our Program Options.

Data Needs:

We believe that our educational offerings prepare our students well for success after they transfer to baccalaureate institutions, but thus far we have had to rely on anecdotal information from the alumni who keep in touch with us and our colleagues at the receiving institutions. While we are aware that it is possible to gather this data--through the SURE system for in-state transfers and the National Student Clearinghouse for out-of-state transfer--we also know that it is time-consuming, and may not be a priority for the College's institutional researchers. Nonetheless, we believe it would be beneficial to receive reports every few years on transfer success.

FOCUS ON FACULTY AND STAFF

Full-time Faculty

The Department is currently comprised of 5 full-time professors, all of whom are tenured. The current full-time members of our department are:

Vanda Bozicevic	Associate Professor
George Cronk	Professor (currently on Medical Leave)
Peter Dlugos	Professor
Tobyn DeMarco	Professor
Michael Redmond	Professor

We are also joined by three tenured members of the English department who routinely teach Philosophy and Religion classes for us, one per semester:

Jessica Datema	Assistant Professor
Alan Kaufman	Professor
Geoffrey Sadock	Professor

Included below are biographical notes provided by members of our full-time faculty:

Vanda Bozicevic (PhD, MA and BA Zagreb University, Croatia) is an Associate Professor of Philosophy in the Department of Philosophy and Religion. In Croatia Dr. Bozicevic taught in Philosophy Department of Split University and published a series of articles on aesthetics and philosophy of language, including three books: *Aesthetics of Suzanne K. Langer*, *Word and Image: Hermeneutic and Semantic Approach* and an anthology *British Empiricism*. Dr. Bozicevic arrived to the US first in 1992 as a Fulbright scholar at Columbia University, working with Prof. Arthur Danto on the project *Nonpropositional Knowledge and Concept Formation*. After adjunct teaching experience at Brooklyn College and LIM, she joined the BCC faculty in 2004. Dr. Bozicevic has taught almost all philosophy classes offered by the department and has been active in improving the quality of online teaching. The topic of her research interest has been the intersection of ethics and aesthetics, which, since her Midcareer Princeton Fellowship in 2013/14, broadened into the interest in cultural theory. She has presented papers at meetings of NJRPA, ASA Eastern Division, and Canadian Society of Aesthetics and is currently working on the role of ideology in aesthetics and art.

George Cronk (PhD, Philosophy, Southern Illinois University; JD, Rutgers University School of Law; MA, History, Rutgers University; BA, History, William Paterson University) is professor of Philosophy and Religion at Bergen Community College. His intellectual interests lie in the fields of philosophy (both Western and Eastern), religion (including biblical studies), European intellectual and cultural history, social theory, and law. He has taught in all of these areas during his years at the College. He has published in the fields of philosophy and religion, including many articles, several anthologies, and three books. He is also a retired attorney whose legal practice was in estates, trusts, and taxation.

Tobyn De Marco (PhD, Philosophy, The City university of New York, Graduate Center; MA, Philosophy, New York University; BA, Philosophy, Rutgers, The State University of New Jersey) is a Professor of Philosophy in the Department of Philosophy and Religion. His areas of specialization are aesthetics, ancient philosophy, ethics, philosophy of biology, and informal logic. His areas of competence are formal logic, informal logic, inductive logic, ethics, social and political philosophy, Asian philosophy, feminist philosophy, and metaphysics. He has taught courses in all undergraduate levels of logic, aesthetics, philosophy of music, philosophy of film, moral theory, business and professional ethics, legal ethics, criminal justice ethics, Eastern/Asian philosophy, philosophy of religion, and philosophy of science. In addition to BCC, he has taught at Hunter College, Rutgers University, Montclair State University, Baruch College, and others. He is an active member in the American Society for Aesthetics, and serves as a referee for *The Journal of Aesthetics and Art Criticism*. He is President of the Bergen Community College Faculty Association since 2012; Treasurer/Executive Committee of the Faculty Senate since 2011; Co-Chair of the College Council since 2014; member of the New Jersey Education Higher Education Committee since 2007; member of the NJEA Higher Education Professional Development Committee since 2015; NJEA and NEA delegate.

Peter Dlugos (PhD, Philosophy, University of Virginia; MA, Philosophy, University of Virginia; BA, Philosophy, Rutgers University) is a Professor in the Department of Philosophy and Religion. He started teaching at Bergen in 1996, the year he completed his dissertation. His career at Bergen has included a number of administrative and leadership roles, including serving as a senior administrator from 2008 to 2011, and serving as Department Chair from 2014 to the present. His specialization in graduate school was philosophy of mind, although he quickly became a generalist through his broad teaching duties. He also developed a passion for practical applications of philosophy, and for approaching philosophy--especially when working with students--as a powerful tool for self-cultivation. In 2013 he earned a Graduate Certificate in Mindfulness for Educators from Antioch University, and in 2014 he became a certified

trainer in Mental Health First Aid. His current interests lie in the intersection between Asian and Western thought, and in “translating” Asian insights--Chinese and Indian, in particular--for the contemporary Western mind and heart.

Michael D. Redmond (PhD, Theological and Religious Studies, Drew University; MA, Philosophy, Rutgers) is a Professor in the Department of Philosophy and Religion. Much of Dr. Redmond’s career at Bergen has been as an administrator. He has served as a dean and in various capacities as a senior administrator. Though much of his educational career has been spent in administration, he has a deep and abiding interest in philosophy and religious studies. His early interests were principally in the philosophy of religion, Hume studies, and in symbolic logic. In later years, in between administrative stints, he became increasingly interested in political and social philosophy, particularly in regards to questions about how democratic societies can maintain social cohesion while keeping faith with diverse conceptions of the good. In the last few years, his attention has turned to the philosophy of mind, and what is sometimes referred to as the “hard problem” of consciousness. His concern here is to develop an approach to consciousness that is informed by evolutionary biology.

Departmental Librarian and Library Liaison:

Paula Williams (MLS, Library & Information Science, State University of New York at Buffalo; EdD, Instructional Technology & Distance Education, Nova Southeastern University) is associate professor in the Sidney Silverman Library at Bergen Community College. She is the library liaison to the Philosophy and Religion Department. During her Mid-Career Fellowship in 2011-2012, she took a graduate course in Japanese Religions, and has completed a number of other courses in religious studies. As a co-facilitator of the library instruction program at Bergen, she has been active in improving the quality of the information literacy program for traditional and online courses. She is also an online instructor in the Student Success program at Bergen Community College. Her research interests include distance learning, instructional technologies, and information literacy.

Adjunct Faculty:

The 20 current adjunct members of our faculty are:

- Peter Antonini, Philosophy
- Jeffrey Burke Religion
- Michael Francesco Religion

- LeAnn Holland Philosophy
- Michael Lees Philosophy and Religion
- Thomas Lipnicki Religion
- Margaret Johnston Religion
- Charles Taylor Religion
- Lisa Sargese Religion
- Lavina Sequeira Philosophy
- David Simone Philosophy
- Thomas Slaughter Religion
- Raymond Torres Philosophy
- Eric Wasser Religion
- Eric Wickey Philosophy
- R. Michael Clark Philosophy and Religion
- Douglas James Philosophy
- Clemens Reinke Religion
- Sabrina MisirHiralall Philosophy
- Margaret Niederer Religion

Adjunct faculty in the department meet as a group twice per year, at the start of the fall and spring semester. Although no formal mentoring system exists, the department has taken several steps to support adjuncts in their teaching and professional development. These include the development of “model” online classes--course materials designed to be used by multiple instructors with minimal or no further customization; the use of a universal login to our online classes that allows adjunct instructors (as well as all others) to observe how online instruction is taking place; and, most recently, the development of the Philosophy and Religion Teaching Resource Exchange, a series of GoogleDocs folders (one per class) in which faculty can share syllabi, assignments, teaching strategies, and other resources. Although this last initiative was just created last fall, and thus is not fully developed, we expect that over time it will become an increasingly valuable resource, especially for new faculty, but also for those interesting in trying new approaches.

Professional Activities

Our faculty, both full- and part-time, are highly active. Please see Appendix B for a topical listing of professional activities.

The Department Chair

The department is led by a department chair who is elected by the full-time faculty for one or two year terms. The department chair is responsible for class scheduling, teaching observations, conducting department meetings, responding to student complaints, hiring adjunct faculty, and providing leadership for all aspects of department life and functioning. In addition, the chair is expected to do all of the functions of a full-time faculty member (including committee work), with the exception of student advisement. The current chair is also coordinating the student learning assessment project and serving as the Philosophy Club advisor. The chair is compensated by a combination of course release and a small stipend each semester and during winter and summer breaks.

In 2014-2015, a contract negotiation resulted in the chair's released time being reduced from 6 hours per semester to 3 hours per semester, so the Philosophy and Religion department chair must teach 4 classes each term in addition to doing the chair's duties. The practical consequences of this reduction include less time and energy for supervision of the part-time staff, including teaching observations and ensuring fidelity of courses; less mentoring of new faculty; and less time for general communication and leadership in the department. This reduction, along with the loss of many full-time faculty positions, threaten to compromise the department's long-term effectiveness and historical tradition of excellence.

Staff

The department is currently served by an administrative assistant, Ms. Shailly Mahajan, who simultaneously supports three other large academic departments in the Humanities Division: History, Communication, and World Languages. Prior to a change several years ago, our assistant was only responsible for Philosophy and Religion and World Languages, so her workload has doubled in recent years, limiting the extent to which she can support individual department needs.

Analysis of Staffing

Looking at the faculty as a whole, there has been a significant shift from the last program review, when there were 7 full-time and 11 part-time instructors. At the time of the last review in 1999, the College aimed, by Board of Trustees policy, for a 60% to 40% full- to part-time teaching ratio with respect to section taught, and the actual ratio for Philosophy and Religion was 53% full-time to 47% part-time coverage. It current

stands at approximately 25% full-time to 75% part-time coverage. As noted above, the full-time faculty currently includes four tenured Professors and one tenured Associate Professor. This represents a decline from six years ago, when in addition to these five staff members, there were two Assistant Professors (Prof. Paul Eckstein, Philosophy and Prof. Jennifer Lyden, Religion) and two Lectures (full-time, but not tenure-track positions). Both Eckstein and Lyden resigned in the intervening years, and they have not been replaced by tenure-line positions. Until the College decided to eliminate the Lecturer position in 2015, there were also as many as 4 Lecturers in any given year. Hiring has been brisk: four tenure-line faculty were hired between 2001 and 2011, and two full-time members of the faculty (Dr. David Kievitt and Dr. Joanne Glasgow) transitioned into the department from the English Department during those years. However, given these retirements and resignations and the recent loss of all lectureships, our full-time coverage is at its lowest since the early years of the disciplines.

Our teaching staff is also stretched thin: at the time of this report, in Spring 2017, all of the full-time professors (excluding George Cronk, on medical leave) are teaching overload, and two of the four are at maximum overload. The minimum load for full-timers is currently 18 hrs. The picture is similar with the part-time faculty: 50% are teaching at maximum load (nine credits), and some even teaching above maximum, in emergency situations, and with administrative approval. The other 50% are limited by their full-time employment to teaching one class at a time.

Under these conditions, our faculty have little time or energy to do anything but teach, and thus all of the other aspects of healthy, vibrant department (e.g., support of special departmental projects, the co-curriculum, interdisciplinary projects, and college-wide committees and initiatives) are currently not getting their due. In addition, following Jennifer Lyden's resignation, we have no full-time specialist in religious studies, and thus lack expertise and leadership on the religious studies side of our department. Mentoring of part-time religion instructors, and support of the religion curriculum, which is also an essential part of our General Education program, are suffering as a consequence.

Recent Departmental Planning

In the summer of 2014, following a change in department leadership, the full-time faculty met for a planning meeting designed to create goals and actions steps for the upcoming academic year.. The planning process began with two questions for reflection that were sent in advance to the full-time faculty:

Question One:

Considering the sum total of our work together (including, but not limited to, meetings, between-meeting communication, club activities, student advising, etc.), what is going well, and what should we continue to do in order to maintain our strong record as a department? What policies, principles, and/or practices are working for us, and which we most definitely want to continue?

Question Two:

Considering the sum total of our work together, what areas need more attention? Or are in need of improvement? Are there any policies, principles, or practices that should be modified, or dropped?

The chair collected, organized, summarized, and reported the main lines of response to each, which were then further discussed at the meeting:

The main responses to the first question were: strong leadership by Dr. George Cronk; collegiality in the sense of the absence of over infighting; the reputation the department has for strong teaching; the quality of our courses and degree options, and the existence of good working relationships with the administration.

There were more responses to the second question, and, importantly, much overlap between most of the responses, indicating a consensus even before conversation could take place. These included the need to more carefully articulate the value and purposes our program options; the need to find a better way to advise and mentor students in our program options; the need to support quality of teaching across the department, and the need for more “scholarly collegiality” within the department--i.e., more opportunities to share research and scholarly work in the interest of supporting professional growth.

The idea for a Teaching Resource Exchange came initially from this conversation, and got further support, as noted above, from the subsequent learning assessment project. Another idea that has yet to become a reality is to devote time at each department meeting for the sharing of work in progress, include presentations on how particular works or ideas are taught, or assignments that have worked well. We also discussed the feasibility of organizing an internal colloquium. In both cases, though, time is a critical element. Agendas at department meetings tend to be long, and there is usually no more than 80 minutes for each meeting after the divisional meeting has occurred. Organizing in-house talks is a challenge given our teaching loads, and the reality that there is rarely any time when all who want to participate can be present.

Academic Reorganization

The College reorganized in 2014-2015, with an interest to significantly reduce the number of academic departments. The initial proposal was for Philosophy and Religion to be subsumed in a large Department of Humanities, or for Philosophy and Religion to be merged with the History Department. Negotiations occurred over much of the year, with chairs receiving one-semester only appointments, and much uncertainty over the eventual fate of the current set of departments. In the end, a number of departments did get merged, but Philosophy and Religion was able to maintain its autonomy, and no Department of Humanities was created. However, the possibility of near-future reorganization, if needed, was left on the table.

FOCUS ON CURRICULUM

Summary of Program Curricula

Our programs in Philosophy (AA.LA. PHIL) and Religion (AA.LA.REL) provide students with opportunities to study in two related but distinct fields of academic inquiry: (1) philosophy and (2) religious studies.

The BCC program in Philosophy introduces students to the basic principles and techniques of logical thinking and argumentation, to the history of philosophical thought, to the basic problems of philosophy (What is real? What can be known? What is really worthwhile?), and to a set of methods by which contemporary moral, social, and political problems may be clearly understood and perhaps resolved.

Philosophy Program Option Learning Goals:

1. Students will identify and analyze the basic problems of philosophy in the fields of metaphysics, epistemology, and value theory.
2. Students will demonstrate a sound working knowledge of the basic principles of logic and the ability to incorporate them in their analyses of philosophical issues.
3. Students will state and support their own views on philosophical issues logically, coherently, concisely, and clearly, both orally and in writing.

The Religion program introduces students to the basic problems and methods of theology; to the sacred literatures of Judaism, Christianity, Islam, and other religious traditions; and to the history, basic beliefs, and characteristic practices of the major religions of the world.

Religion Program Option Learning Goals:

1. Students will explain the relationship between religion and culture.
2. Students will apply academic methodologies to the study of religion.
3. Students will analyze sacred texts and traditions recognizing the various hermeneutical approaches.
4. Students will defend positions on religious issues with critical precision, clarity, and rigor, both orally and in writing.

These goals were formulated in their current form in 2003, and they reflect the long-standing mission of the College to be a comprehensive community college that

offers a wide variety of high-quality academic courses and programs to the citizens of Bergen and adjoining counties, including programs in the liberal arts.

Program Options are actually options to the Associate of Arts and Associate of Science degree programs. They serve as “advisement options”—i.e., if you are planning to transfer to a four-year school, and you think you want to major in philosophy or religion at the school to which you transfer, then these program tracks include a set of classes you must take to adequately prepare you. A student’s Programs Option is listed on their transcript as a major, but it is not recognized by the state as distinct from general Liberal Arts degree. In addition, although students in these program options sometimes think of themselves as “majors,” there is a clear sense in which the term “major” is inappropriate for a two-year transfer degree. Still, we believe the Options play a critical role for the student who, early on, has a sense of what he or she wants to major in after transfer.

The recommended semester class sequences for the Philosophy and Religion Options are available in our E-Catalog:

<http://bergen.smartcatalogiq.com/en/2016-2017/Catalog/Academic-Programs/AA-Degree-Programs-in-Liberal-Arts/Liberal-Arts-AA-Philosophy-Option>

<http://bergen.smartcatalogiq.com/en/2016-2017/Catalog/Academic-Programs/AA-Degree-Programs-in-Liberal-Arts/Liberal-Arts-AA-Religion-Option>

Our department engaged in a curriculum mapping process in 2014 (see Appendix C for the maps). These maps went beyond program matrices we produced in 2009, which were designed to show how course learning objectives support program learning goals. The 2014 process asked us to inquire about the ways in which each of our courses support program goals by either introducing, providing practice with, or demonstrating mastery of, the program learning goals. We have maintained that skill “mastery” is not a level of achievement we think is appropriate in two-year transfer curriculum, as opposed to a four-year curriculum, or a two-year “career” curriculum designed to lead to immediate employment.

The department has a discipline-specific articulation agreement in philosophy with SUNY-Binghamton. Beyond that, students who graduate in either Program Option and transfer to a public college or university in New Jersey benefit from the transfer agreement set forth in the Lampitt Bill of 2007. However, discipline-specific agreements with our neighboring institutions would be beneficial to our students.

Courses:

The department prides itself on the breadth and quality of its course offerings. It has always aimed to create and deliver courses that are comparable in content, methods and quality to comparable courses at the baccalaureate institutions to which our students primarily transfer, and acceptance and ease of transfer credit has been a longstanding goal.

As of Spring 2017, the department's official course list is as follows:

- PHR-100: Reasoning (General Education Humanities Elective)
- PHR-101: Introduction to Philosophy (General Education Humanities Elective)
- PHR-102: Contemporary Moral Issues (General Education Humanities Elective)
- PHR-103: Introduction to Logic (General Education Humanities Elective)
- PHR-104: Topics in Philosophy
- PHR-105: Professional Ethics
- PHR-106: Eastern Philosophy (General Education Humanities Elective and Diversity Course)
- PHR-107: Introduction to the Philosophy of Art (General Education Humanities Elective)
- PHR-110: Introduction to Ethics (General Education Humanities Elective)
- PHR-111: Social and Political Philosophy (General Education Humanities Elective)
- PHR-120: Introduction to Religion (General Education Humanities Elective)
- PHR-121: Religions of the World (General Education Humanities Elective and Diversity Course)
- PHR-122: Women and Religion (Diversity Course)
- PHR-124: The Christian Scriptures (Diversity Course)
- PHR-125: The Hebrew Scriptures (Diversity Course)
- PHR-126: The Islamic Scriptures (Diversity Course)
- PHR-127: The Buddhist Scriptures (Diversity Course)
- PHR-203: Intermediate Logic

Departmental Master Course syllabi, including course descriptions, are available online at: <http://bergen.edu/academics/academic-divisions-departments/philosophy-and-religion/courses-and-syllabi/>

As indicated above, virtually all of the department's courses are either a General Education Humanities Elective, or a Diversity Course, or both. The exceptions (PHR-104, 105, and 203) are courses that lost their General Education status during the 2007 statewide course review process by the NJCC General Education Coordinating

Committee (GECC), which determined that General Education courses in the humanities must be broad-based and “gateway” courses to the discipline (disqualifying PHR-105 and 203), and also must have content that is uniform and consistent from semester to semester (disqualifying PHR-104, which by design is meant to potentially have a new topic each time the class is offered.)

Several courses (PHR-107 and PHR-111) were created in the wake of the 2007 GECC actions. The Committee compiled and published a unified, state-wide list of approved community college General Education courses, and this allowed our faculty to see other possibilities for courses we had yet to develop at Bergen. Further expansion of our course list is still possible, but might require reorganizing some of our existing classes in order to avoid duplication of content.

PHR-101 is a required course for students in the AA.LA.PHIL program option. PHR-101 is *recommended* but not required to be taken in the first semester, and PHR-103 is recommended in the second semester. All other PHR classes to complete the program option requirements are electives, and there is no required sequence in which to take the classes. PHR-103 is also recommended or required by several degree programs, including Computer Science.

PHR-120 and 121 are required in the AA.LA. REL program option. PHR-120 is recommended in the first semester, and PHR-121 is recommended in the second semester, but again, no sequence is required, and all other classes to complete the program option requirements are electives.

Our classes generally fall into two categories: (1) the multi-section gateway courses discussed above, which also include PHR-100 and PHR-102, and (2) courses with a somewhat more narrow focus. We generally offer between one and three sections of the latter category each semester.

Amongst our religion courses that focus on individual religions, PHR-124 and PHR-127 enjoy moderate to robust (30+ students) enrollment each semester. However, neither PHR-125 nor PHR-126 have run in the past couple of years. Although staffing is adequate for PHR-125, the class has not attracted enough students to run the last few times it was offered. PHR-126 has also enrolled comparatively lightly, but of more concern are staffing challenges. We have an Islam scholar on the religion staff (Dr. Jeffrey Burke), but he is an adjunct instructor who can only teach in the late afternoons and evenings, when enrollments are typically light across the College. Almost all of our courses (in both categories) are offered online as well as on campus, and currently three are being offered as hybrid classes (50% online, 50% on campus). The

department has been a college pioneer in online teaching, and all full-time faculty teach online courses. George Cronk was one of the leaders and advocates of the online initiative, and his Introduction to Philosophy was one of the first two online courses offered in Fall 1998. He assisted with instructing others and giving presentations and seminars on the pros and cons of online instruction around the state. The College's distance learning offerings and programs also expanded significantly when Michael Redmond became VP of Technology and Information Services. Michael Redmond is a Master reviewer for Quality Matters, and Vanda Bozicevic a Peer Reviewer. Currently our department alone is offering 14 online and 3 hybrid sections. Although experiences differ, it seems fair to say that our faculty has generally found hybrid classes to be more challenging to teach, with students tending to favor (or only participate in) one of the two modalities, and thus not being fully successful as a consequence.

Curricular Innovation

Please see Appendix D for a complete listing of curricular innovations by individual faculty and pairs of instructors.

Scheduling

The department offers classes across the weekly scheduling grid, and in all of the session modalities that did not exist at the time of the last review, including 12-week ("late start") sessions at the Meadowlands facility, 7-week "Flex" sessions that correspond to the first and latter half of the traditional 15-week semester—some offered at the Ciarco Learning Center in Hackensack—an 11-day sessions during winter break, and in the second half of August. We are also offering a class in the new Weekend College in Fall 2017, which will meet over the course of three weekends, on Saturdays and Sundays from approximately 9:00 am to 3:00 pm. Prior to 2010, the College generally offered classes in the traditional 15-week fall and spring semesters and 6- and 12-week summer sessions. The department has been very supportive of these administrative initiatives by being an "early adopter."

Classes tend to fill completely in "prime time"—9:30 am to 3:00 pm, Monday through Thursday—but we have noticed that in recent years, as overall enrollment has softened, that late afternoon and evening classes have enrolled less well, and sometimes need to be cancelled. This limits options for the student who works 9 to 5, and can only come to campus in the evenings. At the height of enrollment in 2011 and 2012, the department offered multiple classes that began at 7:40 pm and ended at 10:30 pm; we no longer offer any of these.

The new class modalities have benefitted students and created opportunities for innovation, but they have also created challenges for both students and the department. For example, a student who decides to withdraw from a class in the first half of a semester can register for a “Flex 2” class that starts midway through the semester, and thus still finish the semester with the same number of credits. However, a fair number of these students are challenged by the accelerated pace of the class, and have difficulty keeping up with the work pace. In addition, the vast majority of these Flex classes are online, since classroom space is already exhausted by the traditional semester classes, and some students are not well-suited to online learning.

The department, for its part, is having increasing difficulty meeting the demand for Spring/Fall 2 (12 week) and Flex 2 (7 week) classes, which often only becomes apparent in the weeks prior to the start of the session, when existing 12-week and Flex 2 classes become waitlisted and the administration requests that additional sections be opened. Generally, we only have enough staff to cover the sections in the original schedule that is established six months in advance. At the time of this report, in Spring 2017, two full-time members of the department have had to take additional overload classes to accommodate the last minute requests from the administration to open more sections. If more of the basic schedule could be taught by full-time faculty, this would free up our part-time staff to be deployed in this more spontaneous and need-based way.

Another current and future challenge concerns the staffing of online classes, of which we currently offer 15 to 20 per semester. Traditionally, these classes have only been taught by the full-time faculty, given the special preparation needed, and the desire of full-timers to teach in this modality. At a minimum, potential instructors must take a “TOPP” (The Online Professor Program) class in which class design and content are developed and rigorously evaluated over the span of the semester prior to the semester in which the class is first offered. Thus far, the department has made no use of so-called “canned” courses, which involve publisher-created content and test-banks, and limited use of what we call “model” courses, which are designed by full-timers but then also offered by part-timers. However, with several full-time retirements on the horizon, the department is going to need to do some significant planning if it wishes to maintain the current level (and scope) of online offerings.

Assessment

In the seven cycles of assessment done over the past twelve years, the department has found that our students are, with few exceptions, meeting the expectations and desired performance levels we have set for learning. While this has been affirming, the regular attention to learning has also caused us to be more reflective about our courses, our learning goals, and our assignments than we might have otherwise been.

Our 2016-2018 assessment plan is designed to continue this process of reflection, and also expand it the student realm. The assessment centers on a “learning statement” assignment, to be done at the end of the semester or session. The basic text of the assignment reads:

“In this assignment you will identify and reflect upon the most significant things (3 to 5) you have learned during this semester. You may draw from your experience in the following components of our course:

- the readings
- the lectures
- class discussions
- writing assignments
- other assignments

Or, you might simply reflect on thoughts or insights you’ve had during the course of taking this class—thoughts or insights that may have emerged from the collective experience.”

Aside from the obvious benefits of having students reflect on their own learning, the purpose of the project is to collect information on the following questions:

- What do the students themselves *think* they are learning in our classes?
- What are they taking away? What kinds of impact are our students perceiving?
- What do they find valuable, or important, in our classes?
- What are our students learning that is NOT listed in the current program goals?

Although the learning statement assignment is deliberately open-ended, we will examine responses in light of the current Student Learning Outcomes in our courses, the Program Learning Goals for both the Philosophy and Religion Degree Options, and the AAC&U “LEAP” outcomes that the College has adopted. As noted above, we will also read for learning and impacts that fall outside of existing program option and course goals. Are these important, and worthy of incorporating into statements about what we do, and what students can expect to learn in our classes and degree options?

Although a rubric can be used to grade the assignment (and a model will be provided), we are not looking—for the purposes of this project—to assess performance levels relative to a set goal. Rather, we are going to read the learning statements in the way one would read the transcripts of a focus group interview. We may even decide, in the pilot phase, that we should “code” response types in the manner done with focus group transcripts. Participating faculty will read through the assignments and write a short (approx. 1-page) reflective statement on what he or she observed in the submissions. Assignment sets and reflective statements will be submitted anonymously to a committee of PHR instructors who will do a meta-analysis of the assignments.

We will also consider the following questions during this process:

- Are our classes sufficiently encouraging our students to be reflective? Self-reflective?
- Are our students adequately and appropriately confronting questions of meaning and purpose in our classes?
- Are our students learning how to ask good questions? Becoming more disposed to asking questions? To being more “intellectually curious?”
- Are our students better able to engage in dialogue as a result of taking our classes?

FOCUS ON SUPPORT

Campus Technology

Technology has come to play an increasingly important role in our instruction. Most of our faculty, even those who are teaching exclusively “brick and mortar” classes, now “web enhance” their classes by having a companion Moodle course site that contains, for example, the syllabus, open source readings, additional resources, and tools for uploading assignments. Most of our faculty also use technology in the classroom—PowerPoint, video, and the like. In light of this, technology support is critical to our basic mission as a department, and so even small problems make difference. One member of our full-time faculty reports:

“For me, at least, I depend heavily upon having a classroom with an overhead projector, computer, and reliable Internet connection and bandwidth. Until this semester, I’ve mostly been lucky, but this semester I had several classes assigned to rooms without this technology, or where the equipment was in a state of disrepair. Also, I sometimes find it difficult to stream video in the classroom depending upon the time of the day. Also, for several years I had an obsolete office computer that made it very difficult to do work in my office.”

As noted, it is still the case that not all classrooms are “smart” (technology equipped), and we believe that the College should make it a priority to equip and adequately maintain all classrooms in this way.

We also believe the College would do well to use a college website platform that would permit individual departments and offices to maintain their own webpages. As it stands, all changes across the college must be requested from a single staff member, and this creates a disincentive for departments to use their webpages for regular communication purposes. It is also frequently noted that the organization of the current website makes it difficult to navigate and find information.

Learning Resources

The Sidney Silverman Library at Bergen Community College has two state-of-the-art facilities in Paramus and Lyndhurst and provides an abundance of resources, services and support for faculty and students at the institution. Primarily housed in the Sidney Silverman Library in Paramus, the collection includes over 10,000 books, audio,

and video materials as well as multiple online resources related to Philosophy and Religion. The primary purpose of the collection is to support the instructional and research activities of faculty and students. There are substantial resources available to the students to enhance their opportunities for learning at the library. Resources range from general, introductory works to specialized works for advanced research and study. Additionally, there are copies of current course textbooks and other materials on reserve in the library for student use.

Materials and books contained within the collection are acquired through the suggestions and request of department faculty members and through the collection development efforts by the department librarian. In addition to print subscriptions to several premier periodicals, the library provides online access to an extensive selection of over 80 academic databases resources, including some that focus primarily on the disciplines of Philosophy and religion. These materials are available 24/7 and may be accessed on or off campus by faculty, staff and students with current campus ID. Currently, there are no budgetary issues regarding the acquisition of materials.

Specific databases that focus on Philosophy & Religion include the *Philosopher's Index with Full-text*, which indexes scholarly journals in all areas of philosophy and related fields. *World Religions (ABC-CLIO)* database offers resources on world religions, beliefs, practices, celebrations, and holidays; topics; important individuals and events; significant and sacred places. The *JSTOR* database indexes and provides full text of articles in scholarly journals of philosophy, religious studies, and related fields. *ACLS Humanities E-Book Project (HEB)* provides access to a collection of around 5,000 books of high quality in the humanities, including Philosophy & Religion. Other electronic resources that support research in philosophy and religion include *Academic Search Premier*, *Proquest Research Library*, *Gale Virtual Reference Library*, *Science Direct*, *Opposing Viewpoints in Context*, *Points of View Reference Center*, *Issues & Controversies*, and *Countries, Peoples & Culture*.

Library faculty and staff provide assistance in support of students' research assignments. Personal and class research assistance include in person and online options such as Chat, Ask a Librarian, and e-mail. The library faculty also conducts, upon request of the faculty, customized library instruction in traditional and synchronous online sessions to further equip students with the skills necessary for success in completing assignments. The library's website also includes a well-developed citation guide for the various citation styles necessary for students for research papers and assignments.

The facilities include group study rooms, private study carrels, media viewing room; scanners, printers and photocopiers. In addition, eReaders, such as Apple iPads, Samsung Galaxy Tablets, Kindle Fire, Nook Tablets and Microsoft Pro 2 Tablets are

available for student to check out and use. Library media services are available to support the college's curriculum by providing media instructional materials to be viewed in the classrooms by the faculty and in Media Services viewing rooms. The library also provides faculty conference and classroom equipment.

The library is committed to supporting faculty in their research needs also. In addition to accessing advanced research material provided through the library, faculty can make arrangements to visit and borrow materials from other New Jersey colleges through the Virtual Academic Library Environment (VALE), of New Jersey, of which BCC is a member. The Sidney Silverman Library is also a member of OCLC, which provides access to the books and periodicals held in thousands of libraries. Students, faculty and staff can request materials not owned by the Library by completing an online Interlibrary Loan form.

The Cerullo Learning Assistance Center (CLAC) is a national award winning service that provides quality academic support to all Bergen Community College students at its five centers. These include the Tutoring Center, Math & Science Walk-In Center, Writing Center, English Language Resource Center, and the Testing & Tutoring Center at the Meadowlands Campus. All centers offer various avenues of tutorial assistance to address the diverse needs of our student population. Such assistance include, but are not limited to, one-on-one tutoring, drop-in assistance, supplemental instructions and in-class tutoring. A dedicated and trained staff of Peer and Professional Tutors work together to foster independent learning while guiding students through their educational journey at BCC. A number of Philosophy tutors are available in the Tutoring Center. CLAC also provides access to SMARTHINKING, which is a web-based tutoring service. Their service supplements the Learning Center's existing academic support services by offering real-time online tutoring with "e-instructors" and homework help for core courses and skills 24 hours a day, seven days a week. SMARTHINKING's "e-instructors" are experienced, credentialed, trained and ready to help students as soon as they sign with their assigned username and password (assigned through the Tutoring Center).

The Office of Specialized Services (OSS) ensures that all aspects of the College's educational programs and campus life are accessible by providing appropriate accommodations and auxiliary services to students with disabilities. In order to determine the presence of a disability and establish the need for accommodation, students are required to submit documentation and submit an Intake Form to OSS. Requests for specific accommodations are deliberatively and collaboratively reviewed on a case-by-case basis, based on the individual's needs and the unique course characteristics. Once the documentation process is satisfactorily completed, an Accommodation letter is provided to the student. In addition to permanent disabilities, students with temporary

illnesses or injuries – including but not limited to broken limbs, recovery from surgery, and concussions – can register and receive temporary services through OSS. Accommodations may also include Calculator Usage, Extended Time, Tutoring, use of a Tape Recorder and/or Notetaking Services.

Assistive technology labs and equipment are available throughout campus. Equipment include Closed Circuit Television and video magnifiers for students with low vision. In addition, various adaptive technology software are available, such as Jaws, Zoom Text, Kurzweil 1000 and 3000, Dragon Naturally Speaking Professional, CO: Writer, and Virtual Pencil Arithmetic. With a pool of 25-30 interpreters and c-print service providers, OSS provides Deaf Services for a wide range of deaf or hearing impaired students with various communication preferences. Interpreters attend class and/or other College activities with the Deaf and/or hard of hearing student (s) and facilitate communication between the student(s), faculty member(s) and other students involved.

OSS offers a variety of workshops and events to students that are tailored to the individual and general needs of students with disabilities. They also provide access to disability-related Websites and other useful information. Of note is the Turning Point Program which provides educational opportunities for young adult students with intellectual disabilities aimed at developing the skills and experience necessary to prepare them for employment, self-determination, and decision-making skills.

Marketing and Public Relations

Information about the department and its programs is available in three forms: (1) on the College's website, there are pages devoted to the department:

<http://bergen.edu/academics/academic-divisions-departments/philosophy-and-religion/>

(2) The department now maintains a Facebook page as well:

<https://www.facebook.com/BCC-Philosophy-and-Religion-1490375494598102/>

And (3), the department has a tri-fold paper brochure that it gives out at the college-wide Open House and Majors Fair that occur each semester.

Student Support Services

The Office of Testing Services provides accommodations needed for group and individual settings when administering in person and online examinations. This service allows PHR faculty to accommodate individual student needs such as increased time, make-up exams, the use of a transcriber, and so on.

Academic Advising is offered to assist students in meeting their educational goals. In addition to the walk-in Advisement Center in the Student Center, students enrolled in the AA.LA.PHR and AA.LA.REL program options are offered a dedicated faculty advisor whom they can contact to answer any questions and advise them in all matters related to their program of study.

Resources and Budget

Until 2015, academic departments were annually provided with a modest budget that contained money for purchasing books, defraying the cost of faculty research and travel, food for special events, and printing and office supplies. Currently, the budget only includes a small amount for office supplies/printing, and all other support must be secured, if at all, through the dean's office, the Office of Student Life, and potentially other offices like the Office of Multicultural Affairs. While we understand that some cutbacks are necessary in the face of enrollment (and hence revenue) decline, we also believe that there is a virtue in decentralizing resource allocation and restoring some autonomy to the individual departments. It is difficult to exercise leadership without the ability to make decisions about resource allocation.

FOCUS ON COMMUNITY

Community Engagement

In 1999, joining the Socrates' Cafe movement, the department started "Friends of Socrates," a monthly evening philosophy discussion group that was open to the general public. Initial meetings were in the philosophy section at the former Borders Books in Garden State Plaza, and often drew 30 or more participants each month. People who came to browse books often got pulled into conversation and became regular, returning participants. When the Borders Books closed, meetings were moved to the Bergen campus, and continued for several more years. Peter Dlugos, Paul Eckstein and Vanda Bozicevic served as the group's moderators.

Several members of the department have also volunteered to teach classes for the College's Institute for Learning in Retirement, which provides short-term classes for local seniors.

The Regional Philosophy and Religion Community

Aside from the intrinsic value of philosophy and religious studies, and their place in the traditional liberal arts, we believe the College should have a special commitment to these disciplines because of Bergen's embeddedness in regional community of outstanding programs--places where philosophy and religious studies are thriving. In philosophy, three of the top programs in the English-speaking world are a train ride away: Rutgers, Princeton, and New York University. And more locally, Montclair State University and William Paterson University have long-standing and vibrant programs, and Ramapo College is seeking to reintroduce the philosophy major next year. In religious studies, Montclair State and Drew University have had historically strong programs, and there are many distinguished theological seminaries in the metro NY-NJ area. Continuing strong support for our programs at Bergen will ensure that our students have suitable access to--and be able to reap the benefits from--these strong programs at our neighboring institutions.

In service to this community, the department organized and hosted the following philosophical gatherings: Sophia Conference on Critical Thinking and Philosophical Practice in Spring 2003, and Fall Meetings of the NJ Regional Philosophical Association in 2008, 2010 and 2012. The three meetings of NJRPA each had 16 papers in sections on Epistemology, Philosophy of Mathematics, Philosophy of Mind, Philosophy of

Religion, Ethics and the Meaning of Life, Philosophy for Children, and Panel on Application and Relevance of Philosophy. Plenary lectures were given by Iakovos Vasiliou (2008), Michael Slote (2010) and Joshua Knobe (2012).

EXTERNAL REVIEWER

Tiger Roholt is Associate Professor and Chair of the Department of Philosophy at Montclair State University (USA). His research centers on philosophy of art, philosophy of music, and phenomenology. His Ph.D. is from Columbia University; his B.A. from the University of Minnesota. He teaches Philosophies of Art, Contemporary Continental Philosophy, Existentialism, Social & Political Philosophy, and Introduction to Philosophy.

SUMMARY

Departmental Achievements:

- National recognition in the *Chronicle of Higher Education* and *Christian Science Monitor*
- Expansion of course offerings
- Expansion of teaching modalities
- Greater attention to learning outcomes and assignments
- Maintenance of a rich co-curriculum
- Experimentation with paired courses and contemplative pedagogy
- Community outreach
- Major contributions by members of the full-time faculty to the overall functioning and success of the College

Mission, Goals, and Objectives:

We believe that the data we've collected from student learning assessments, online course evaluations, and other surveys amply demonstrates that we are meeting our mission and goals.

Departmental Strengths:

- Providing a rich academic experience to students that strives to mirror the first two years of 4-year school experience.
- Student engagement
- Outstanding service to General Education program

Departmental Challenges:

- Staffing, and the many negative impacts of being understaffed
- Budget
- Aging classrooms and technology
- Advisement ethos at the College
- Learning goal statements and curricula in need of updating and refreshing

RECOMMENDATIONS

- 1) **The College should restore six hours of released time per semester to the department chair.** It is simply not feasible to perform all of the elements of the academic department chair job description while maintaining a 12 hr./4 course teaching load. Most notably, the department chair cannot adequately observe, support, and mentor the 20 adjunct members of our teaching staff while maintaining a 12 hr. teaching load and performing all of the other regular duties of the department chair. Such conditions discourage leadership development (as few people are willing to assume such responsibilities), lead to burn out, and threaten instructional quality, which is a major factor in student success.
- 2) **The College should develop an easier way to maintain webpages.** Currently, all changes must be routed through a single office. While in theory this should not have an impact on the quality and currency of the College's webpages, in practice it becomes a disincentive to keep pages current. Since the College's website is the primary means it has to communicate with students, communication with students and the community suffers. Department chairs should have the ability to make regular changes and updates to their webpages without having to request support from another office.
- 3) **The College should restore departmental budgets.** In the past, departments were given a modest annual budget of approximately \$1000 to be used to support academic programming, at the discretion of the department and department chair. This money has been used to pay for things like special events and receptions for students enrolled in our program options, which makes students feel at home, and welcomed. Currently there are no funds available for this purpose.

ACTION PLAN

- 1) Goal: Restore the FT/PT faculty ratio to established Board of Trustees policy levels (60% FT, 40% PT), which is critical to maintaining program quality.**
 - a) Objective: Hire a junior professor in religion studies
 - i) Timeframe: 2017-2018
 - ii) Responsible Parties: Department and Divisional Dean
 - iii) Resource Implications: Assistant Professor salary
 - b) Objective: Hire a junior professor in philosophy
 - i) Timeframe: 2018-2019
 - ii) Responsible Parties: Department and Divisional Dean
 - iii) Resource Implications: Assistant Professor salary

- 2) Goal: Improve departmental support for teaching quality.**
 - a) Objective: Continue to develop the Teaching Resource Exchange
 - i) Timeframe: 2017-2020
 - ii) Responsible Parties: Department Chair and Department
 - iii) Resource Implications: See Recommendation #1
 - b) Objective: Organize regular departmental seminars on teaching specific philosophical and religious texts
 - i) Timeframe: 2017-2020
 - ii) Responsible Parties: Department Chair and Department
 - iii) Resource Implications: See Recommendation #1

- 3) Goal: Reconceive and refresh the Philosophy and Religion curriculum in light of emerging curricular trends and aspirations.**
 - a) Objective: Review and revise learning goals for two program options
 - i) Timeframe: 2017-2019
 - ii) Responsible Party: Department
 - iii) Resource Implications: none
 - b) Objective: Review course names, course numbers, descriptions, and required elements
 - i) Timeframe: 2018-2020
 - ii) Responsible Party: Department
 - iii) Resource Implications: none

- 4) Goal: Improve communication with current and prospective students.**
 - a) Objective: Explore additional mechanisms to connect with students who select PHR program options.

- i) Timeframe: 2017-2019
 - ii) Responsible Party: Department Chair
 - iii) Resource Implications: See Recommendation #1
- b) Objective: Request, on a semester basis, a listing of “phantom majors”—students taking 3 or more PHR classes, to use for recruitment purposes.
 - i) Timeframe: 2018-2020
 - ii) Responsible Party: Department Chair
 - iii) Resource Implications: IR staff time

5) Goal: Forge stronger connections and partnerships with local 4-year schools

- a) Objective: Explore articulation agreements with neighboring programs
 - i) Timeframe: 2017-2018
 - ii) Responsible Parties: Department Chair and Department
 - iii) Resource Implications: See Recommendation #1
- b) Objective: Explore partnerships and joint programming with neighboring Philosophy and Religion departments
 - i) Timeframe: 2017-2018
 - ii) Responsible Parties: Department Chair and Department
 - iii) Resource Implications: See Recommendation #1

Appendix A

BCC VISION, MISSION AND VALUES

Vision

Bergen Community College will be a dynamic partner by bridging potential with opportunities for educational, professional and personal growth.

Mission

To inspire our community to realize a better future.

Values

To fulfill the vision and mission of Bergen Community College, these core values will guide our daily endeavors: learning, excellence, integrity, respect and creativity.

These core values will guide our daily endeavors.

APPENDIX B

Faculty Achievements

(organized below into Special Projects, Grants, Reassigned Time, Professional Organizations, Partnerships, Publications, Presentations, and Other Contributions)

Special Projects

Vanda Bozicevic

Contributions to department:

Co-initiator, designer and moderator of online discussion forum for PHR students Philosophy and Religion Discussion Forum on WebCT.

Participated in academic assessment of philosophy classes.

Initiated revision of subscriptions to philosophical journals.

Completed teaching observations of adjunct lecturers.

Member of two search committees: in 2006 and in August 2008.

Departmental representative in Representative Assembly of BCCFA (2015 – present).

Departmental representative in Faculty Senate, since Fall 2016

Contributions to college:

Member of the Search Committee for the position of Lecturer in Art History.

Member of the Search Committee for the full time faculty position in Visual Arts - Graphic Design (2011).

Member of following college-wide committees:

Admission Committee (2004 – 2008)

Womens' History Month (2007-2009)

Peace, Justice and Reconciliation Committee (2010-2011)

Promotion and Sabbatical Committee (2010-2012)

Senate Committee for the Evaluation of Online Teaching (2011-2013)

Academic Standing Committee (2009 – present)

Participant in the Holocaust Remembrance Day panel, April 2008.

Moderated Book and Brunch discussion during Women's History Month, 2008.

Moderator at Beacon conference, June 2008.

Participated in PHR panel during Interfaith month (2010, 2011, 2012).

Moderated Artist Panel Discussion Threads of Continuity, Gallery Bergen, March 17 2011.

Participated as an active member and occasional co-organizer in the faculty development seminar on **Cosmopolitanism and Globalization** 2010 – present.

Faculty Advisor to Logos the BCC Philosophy Club (2004- 2009):

- held regular meetings once per week

- organized the following college-wide lectures:

 - Arthur Danto (Columbia University): Painting and Politics, November 2004

 - Tamar Gendler (Cornell University): How the Mind Really Works, April 2005

 - Peter Singer (Princeton University): The Ethics of What We Eat, October 14, 2005

 - Paul Eckstein: "Renewing the Enlightenment: Science, Religion, and the Public Sphere", November 22, 2005

 - Philip Kitcher (Columbia University): "Evolution and Intelligent Design in the Curriculum", March 23, 2006

 - Chris Herrera (Montclair State Univ.): "Religious Faith and Forced Medical Treatment", April 11, 2006

 - Bryan Van Norden (Vassar College): "What Does Confucius Have to Say to Kant?" November 15 2006; co-sponsored by the BCC Asian Heritage Week Amy Coplan (California State University, Fullerton): "Why Are Movies So Good at Arousing Emotion?", March 22 2007; co-sponsored by the BCC Art & Cinema Studies Program

 - Jeff McMahan (Rutgers University) "Attacking Civilians in War", April 24 2008

- organized the following trips:

 - trip to Chuang Yen Buddhist Monastery, Carmel, NY on 5/18/05.

 - attending the talk by Dalai Lama at Rutgers University, September 2005

Contributions to community

Regular active participant (2004-2009) and organizer and moderator (2010 - 2015) of **Friends of Socrates**, the discussion group open to public, meeting on a monthly basis, initially at Borders Bookstore in Paramus and later at the college.

Participated in monthly meetings of Socrates Cafe in North Haledon Public Library.

Participated in walk for suicide prevention Out of Darkness , May 2015.

Services to Profession:

Member of the Advisory Board of *Croatian Journal of Philosophy*, (2001- present).

Coordinator of the Fall NJ Regional Philosophical Association conference at BCC in 2008 & 2010; co-coordinator in 2012.

Reader for philosophy and religion and art papers for the Beacon conference in June 2011, 2012 and 2013.

Tobyn DeMarco

Referee for New Jersey Regional Philosophy Association Conference.

Referee, *Journal of Aesthetics and Art Criticism*, 2006 to present.

Referee for the American Society for Aesthetics conferences, 2005 to present.

Peer Reviewer for Oxford University Press, Wiley-Blackwell, Pearson, Cengage.

External Reviewer/Referee for SUNY Press.

George Cronk

General Education Committee

97-98 NJ Presidents' Council mandated and had developed a statewide articulation and
98-99 transfer agreement between NJ's two-year and four-year colleges and
universities.

99-00 This agreement included a new "General Education Foundation" curriculum for
the two-year colleges. The final approval of the agreement by the NJ Presidents took place on
February 15, 2000. Implementation of the agreement had begun even before then at BCC and
at a number of other NJ CCs. That implementation process is still on-going.

99-00 It was the attempt to implement the new Goals and Objectives that were approved
by through the Senate in 1998 in the BCC GE program that led the BCC Gen Ed Committee to

02-03 initiate a review of the syllabi for all GE courses. This initial – information-gathering –
review took place in 99-03.

A GE Committee proposal to strengthen the AA Degree options was approved by the Faculty
Senate on December 12, 2000.

Continued work on Technological and Information Literacy (TIL) requirement
(per statewide articulation agreement). TIL pilot proposal approved by Faculty Senate on
February 19, 2002.

Continuation of syllabus assessment project. In February 2002, the Committee decided to
develop a college-wide model syllabus for all GE courses. The Committee's Model Syllabus for
GE courses was approved by the Faculty Senate on March 11, 2003.

Continued work on issues relating to a GE TIL requirement. Proposal to continue the TIL project on a free elective basis approved by the Faculty Senate on March 11, 2003.

03-04 The Committee agreed to develop a new process for GE course certification and

04-05 re-certification. After more than a year of research and development, the new process

05-06 was presented to the Faculty Senate, which approved the new policy and process on February 14, 2005. The Committee has been following up on that approval and is currently in the process of reviewing all departmental syllabi for the college's GE courses. (see www.bergen.edu/gened)

The BCC diversity requirement is currently under revision. A subcommittee of the GE Committee, chaired by Prof. Thomas Jewell, is working on that. While the subcommittee is completing its work, the GE Committee is not assigning diversity course designations.

During the entire period from fall 99 to the present, the Committee continued to maintain the GE course list; to work on the implementation of the statewide "Foundation Curriculum," including its diversity and technological literacy components; to negotiate course transfer arrangements with BCC's transfer-target schools; and to handle many other issues as they arise.

Peter Dlugos

Chair, Faculty Senate Ad Hoc Committee on Revisions to Developmental Math (2007-2008)

NJ General Education Coordinating Committee, BCC Representative (2007-2008)

LeeAnn M. Holland

Environmental Justice Conference at Teachers College, Committee Co-Chair.

Manuscript Review Committee for International Special Edition Journal: Erman, E., & Roth, K. (Eds.) "The World and the Teacher." [Special issue] Ethics & Global Politics, 5(4), 2013.

Michael D. Redmond

Faculty Mentor, Sony Tiwari, Faculty Development Committee (2014 -).
Library Committee (2014 – 2016).

Faculty Senate Success Committee, Member, (2014 – 2016)

Faculty Senate, Senator-At-Large (2012 – 2016).

Middle States Self Study Steering Committee and liaison to Working Groups 7 and 13 (2014 – 2016).

Tenure Review Committee, Arts and Humanities (2014 – 2015).

Departmental Promotion Committee, Philosophy and Religion (2009 – 2016).

Academic Standing Committee, (Spring 2015). Chaired subcommittee, Review and update of Academic Standing forms and policies. All key academic standing forms were revised to make them more accurate and student friendly. Instructions for each form were rewritten, again, for purposes of clarity, accuracy, and accessibility. The committee also identified problems, inconsistencies, etc. in academic standing policies related to academic forgiveness, reinstatement, and probation. Report presented to Faculty Senate (Fall 2015).

Faculty Senate, Promotion Committee, Member (2013 – 2014)

Chair, Faculty Senate Committee, Employee Code of Conduct (Spring 2014). This committee reviewed the proposed Employee Code of Conduct, and recommended changes, some of which were subsequently adopted by the Board of Trustees.

Conducted survey of students enrolled in the Philosophy and Religion program options, analyzed data, and presented report to Philosophy and Religion Department (2014 – 2015).

Results are available at:

<https://docs.google.com/forms/d/1tf0tREOw9ZV4IPYLGskfubm442R73Z0gH6U8dfdzSmA/viewanalytics>.

Member, On-line Student Evaluation Vendor Selection Committee (2012 – 2013).

Member, General Education Committee and Member, Subcommittee to Streamline Process (2012 – 2013).

Academic Vice-President Search Committee (2009 – 2010).

Faculty Senate Distance Learning Committee (2009 – 2010).

BCCFA Distance Learning Negotiating Committee (2009 – 2010).

Tobyn DeMarco

Elected to Faculty Senate, Bergen Community College (BCC), 2006-present
BCC Faculty Constitution Revision Committee, 2007-2008
BCC College-Wide Curriculum Committee, 2001-2005
BCC College-Wide Articulation Agreement Sub-Committee, 2002-2004
BCC College-Wide Academic Standing Committee, 2005 - 2008
BCC College-Wide Honors Program Advisory Committee, 2002-present

BCC College-Wide Bookstore Oversight Committee, 2003-2006
 Academic Assessment Liaison to the Center for Institutional Effectiveness for the
 Philosophy and Religion Department, 2005-2016
 Elected President, Bergen Community College Faculty Association, 2013-present
 Elected Secretary and member of Executive Committee, BCCFA (faculty association),
 2007-2008
 Elected Vice President and member of Executive Committee, BCCFA, 1/2007-6/2007
 Bergen Community College Faculty Association Newsletter Editor, 2005-2011
 BCCFA Membership Committee Representative for Arts and Humanities, 2004-2011
 BCCFA Grievance Committee, 2007-present
 Women's History Month Committee, 2002-2013
 College-Wide Faculty Development Planning Committee, 2005-present
 College-Wide Faculty Development Policy Sub-Committee, 2006-present
 College-wide Program Review Committee of Academic Vice President, 2007
 BCC Philosophy Department Sub-coordinator for Ethics courses, 2003-present
 Peer observations and evaluations of adjunct and tenure-track faculty, 2003-present
 Member of the Middle States Accreditation Self Study Group on General
 Education, 2004-2006
 Wrote report (with Tiziana Quattrone) on General Education for the Middle States
 Accreditation Self Study, October, 2004.
 Member of the BCCFA Ad Hoc Committee to Study Faculty Load, 2004-2011
 Chair of BCCFA Evaluation Sub-Committee, 2005-2006
 Search Committee, BCC Director of Institutional Effectiveness and Research,
 summer 2007
 Search Committee, BCC Philosophy Department Secretary, summer 2007
 Search Committee, Human Resources Benefit Specialist, 2011
 Search Committee, Vice President for Student Affairs, 2017
 College-wide Strategic Planning Committee, 2016-
 Middle States Accreditation Implementation Committee: Curriculum, 2016-2017

Lisa Sargese

2016 - Life After Sunday facilitator for a group discussion on what it means to be Roman Catholic in our daily faith walk, weekly meetings at Newman Catholic Campus Ministry at Montclair State University, Spring.

2015 - Vigil for Umpqua presentation Sponsored by Intervarsity Christian Fellowship at Montclair State University, October.

2015 - Guided Meditation and Hypnosis for Test-taking, Stress Relief, and Relaxation with Professor Lisa of the Religion Department at Montclair State University, September.

2015 - America's First Women Philosophers: Transplanting Hegel, 1860-1925, Narrator on Audiobook edited by Dr. Dorothy G. Rogers, April.

Grants

Peter Dlugos

2012 CIRD Grant Recipient (with Professor Vanda Bozicevic): "Introducing Contemplative Methods to Philosophy & Religion Classes." This internal college grant provided funding for the development and offering of four theme-related evening mini-retreats for the students in our courses.

LeeAnn M. Holland

PEO Sisterhood National Scholar Award, \$15,000, Under Review, 2017.

Teachers College Faculty Executive Committee Administrative Fellow, 2014 – 2016.

Teachers College, Columbia University Full Doctoral Fellowship, 2012 – 2015.

AmeriCorps Service Grant, 2011, 2012.

University of Minnesota Gold Alumni Award, Full Scholarship 2006 – 2010.

President's Student Leadership and Service Award, 2009.

Swedish Women's Educational Association Grant for International Research, 2008

Lavina Sequeira

2013 APA Grant (Perry, A.& Sequeira, L). Philosophy and the two-year college

Release Time

Peter Dlugos

Co-Chair, Committee on General Education (2007-2008).

Chair, Middle States 2005-06 Self-Study Steering Committee (2003—06) Responsible for overseeing all aspects of Bergen Community College's reaccreditation process.

Director and Co-Director, Center for the Study of Intercultural Understanding(CSIU) at Bergen Community College. (2003—06) Responsible for overall development, leadership, coordination, and grant maintenance.

Chair, Bergen Community College Assessment Team (2002-2003) Responsible for overseeing the development of a college-wide plan for assessing student learning outcomes, including the College's Core Competencies.

Co-Chair, Middle States 2001 Periodic Review Report (2000-01) Responsible for coordinating overall development of the report and synthesizing Task Force reports into a unified final document.

Michael D. Redmond

Dean, Arts and Humanities, Bergen Community College, Bergen Community College (1996 – 2000).

Chief Information Officer, Bergen Community College, Bergen Community College (2000 – 2001).

Vice President, Technology and Information Services, Bergen Community College (2001 – 2004).

Vice President, Technology, Information Services, Assessment, and Institutional Effectiveness, Bergen Community College (2004 – 2006).

Executive Vice President, Bergen Community College (2006 – 2008).

Professional Organizations

Vanda Bozicevic

American Philosophical Association

American Society for Aesthetics

NJ Regional Philosophical Association

NY Society for Women in Philosophy

Peter Dlugos

Association for Contemplative Mind in Higher Education

LeAnn M. Holland

American Philosophical Association

American Educational Research Association

Philosophy of Education Society

Mid-Atlantic States Philosophy of Education Society

Sabrina D. MisirHiralall

American Academy of Religion, American Education Research Association, American Philosophical Association, New England Philosophy of Education Society, Center for Contemplative Mind in Society, Society for the Study of Women Philosophers

Michael D. Redmond

Quality Matters, Certified Peer Review, 2009- present; Certified Publisher Accelerated Reviewer, 2013 – Present; and Master Reviewer, 2013 – Present.

Lavina Sequeira

American Educational Research Association

American Philosophical Association

Charles Taylor

Academy of American Religion

Partnerships

Peter Dlugos

Participant in the The Ramapo Mindful Fellows Program 2016-2017

Publications

Vanda Bozicevic

Book review: "Peter de Bolla: *Art Matters*." *The Journal of Aesthetics and Art Criticism*. Volume 62, Number 4, Fall 2004, pp 402-404.

Book review "Matthew Kieran: *Revealing Art*", in *The Journal of Aesthetics and Art Criticism*, Volume 64, No 2, Spring 2006, pp. 285-287.

An autobiographical essay "*How to Take a Dip in Ideological Swamps and Keep Breathing*" appeared as a part of an international multimedia exhibition *Women at the Crossroads of Ideologies* in Split, Croatia, January 20 -February 20 2007, and was subsequently published by ULUH, Split, 2007, ISBN 987-953-96831-7-5, pp 129-139.

Research project conducted at Princeton: *Artworld Apparatus: The Ideological Disempowerment of Art* published in the McGraw Fellow Yearbook, 2014

<http://www.princeton.edu/mcgraw/faculty/mcfp/papers/2014/Bozicevic.pdf>

George Cronk

Books

On Shankara. Belmont, CA: Wadsworth Publishing Company (Wadsworth Philosophers Series), 2003.

Fundamentals of Modern Logic. Plymouth, MI: Hayden-McNeil Publishing, Inc., 2002.

My book, *The Message of the Bible: An Orthodox Christian Perspective* (St. Vladimir's Seminary Press, 1990) was translated into Japanese and published in Japan in 2005 and was also translated into Bulgarian and published in Bulgaria in 2007.

Anthologies & Translations

Readings in Philosophy: Eastern & Western Sources. (General Editor: George Cronk; Associate Editors: Toby De Marco, Peter Dlugos, and Paul Eckstein) Plymouth, MI: Hayden-McNeil Publishing, Inc., 2d ed., 2004.

Philosophy East & West: Classical & Modern Sources. Fort Worth, Texas: Harcourt Inc., 2000.

Readings in Eastern Philosophy. Orlando, Florida: Harcourt Brace, 2d ed., 1999.

Articles – Philosophy

"George Herbert Mead," in the **Dictionary of Literary Biography**, "American Philosophers," Vol. 270, "American Philosophers Before 1950." Brucoli Clark Layman, Inc., 2002.

"George Herbert Mead," in the **Internet Encyclopedia of Philosophy**, ed. James Fieser (1999), <http://www.utm.edu/research/iep> ("M").

Articles - Religious Studies and Theology

"How to Put Religious Studies on the Map at a Community College." Bulletin of the Council of Societies for the Study of Religion (February & April 2005), 27-31. (Actually published in August 2005)

Articles - Miscellaneous

"A Remembrance of Elvis." **No Utopia** (an e-zine), 2003. The site is no longer active. The essay is republished at <http://www.cronksite.com/2016/08/07/a-remembrance-of-elvis/>

Book Review

"Review of **Nagarjuna and the Philosophy of Openness**, by Nancy McCagney (Lanham, MD: Rowman & Littlefield Publishers, 1997), in the **International Journal of Hindu Studies** Vol. 4, No. 1 (April 2000), 68-69.

Poetry

"Looking back on oneself, taking pity," in **Poetry Like Bread Is For Everyone** (Jim Cullen's Daily Poem E-mail Service), February 23, 2009.

"1940s Redux," in **Poetry Like Bread Is For Everyone** (Jim Cullen's Daily Poem E-mail Service), July 6, 2008.

Peter Dlugos

"Using Critical Thinking to Assess the Ineffable," Community College Journal of Research and Practice, 27: 613-629, 2003.

"Beyond Food: Creating Opportunities for Intercultural Communication with Students and Local Residents," AAC&U's Diversity Digest, Vol. 9, No. 2, 2006.

Michael Francesco

Bergen Journal of Scholarly Teaching, volume 1, number 1, Fall 2016: "The Heat Seeking Flame Probe : Sharing an invention with student s to teach both thermodynamics and the creative joy of research and invention", Francesco, M.G.

Journal of Urban History, vol. 40 (3): 497-513, 2014: "Peruvians in Paterson: The Growth and Establishment of a Peruvian American Community within the Multiethnic Immigrant History of Paterson, New Jersey " Francesco, M. G.

LeAnn M. Holland

Holland, LeAnn M. "Reconsidering the 'Ped' in Pedagogy." Philosophy of Education 2016. (Urbana, IL: Philosophy of Education Society, Forthcoming).

Holland, LeAnn M. "An Element-ary Education." Philosophy of Education 2015 (Urbana, IL: Philosophy of Education Society). 351-359.

Interview by Dr. Peter Shea for "Bat of Minerva" Philosophy Talk Show. "Adult Development and the Outdoors." University of Minnesota Institute for Advanced Study, Regional Cable Television Show, March 2013.

Sabrina D. MisirHiralall

MisirHiralall, S. (2016). Re-Envisioning Contemplative Pedagogy Through Self-Study. Teacher Learning and Professional Development, 1/2: 84-96.

MisirHiralall, S. (2015). Mindfulness as a Pedagogical Tool: Kuchipudi Indian Classical Hindu Dance. The Arts in Religious and Theological Studies (ARTS) Journal, 27/1: 33-39. Visit <http://societyarts.org/arts-journal/online-edition/136-online-edit>.

MisirHiralall, S. (2014). The Postcolonial Reality of Using the Term 'Liturgical' to Describe Hindu Dance. Journal of Research on Christian Education, 23/2: 154-175.

MisirHiralall, S. (2013). Dance as Portrayed in the Media. Journal of Aesthetic Education, 47/3: 72-95.

(2017) Book (Under Contract), Beyond Orientalism: A Self-Study of Educating Through Hindu Dance (Working Title). Rotterdam, The Netherlands: Sense Publishers.

Lavina Sequeira

Sequeira, L., (In press). Intersectional Identities and the Dialogical Self in the Classroom Community of Inquiry. In C. Lin, & L. Sequeira, (Eds.). (in press). Inclusion, Diversity and Intercultural Dialogue in Young People's Philosophical Inquiry.

Sequeira, L. (2014). Negotiating Hierarchy and Otherness in U.S. Classrooms. A Culturally Relevant Pedagogical Perspective. [Education-Today.net](http://www.education-today.net/sequeira/negotiating-hierarchy.pdf). Retrieved from <http://www.education-today.net/sequeira/negotiating-hierarchy.pdf>

Sequeira, L. (2013). Empowering the Other: Negotiating Racism and Marginalization in a Classroom Community of Inquiry. In M. Gline (Ed.), Philosophy for with and of children. Cambridge Scholars Publishing.

Reznitskaya, A., Gline, M., Carolan, B., Michaud, O., Rogers, J., & Sequeira, L. (2012). Examining transfer effects from dialogic discussions to new tasks and contexts. *Contemporary Educational Psychology*, 37, 288–306.

Lin, C., & Sequeira, L. (Eds.). (In press). Inclusion, Diversity and Intercultural Dialogue in Young People's Philosophical Inquiry. Sense Publishers

Presentations

Vanda Bozicevic

Presented paper "Moral Responsibility of Artists to the Audience," Spring Conference of NJRPA, Rowan University, 4/30/05.

Commentator at Spring Conference of NJRPA, April, 2005.

Commentator at Fall conference of NJ Regional Philosophical Association at Felician College, November 2005.

Gave a talk "Moral Obligation of Artists to the Audience" for Faculty Forum, December, 2005.

Presented paper "Art from Hell" at Eastern Division meeting of the American Society for Aesthetics, Philadelphia, April 8, 2006.

Commentator at Eastern Division meeting of the American Society for Aesthetics, Philadelphia, April 2007 and April 2008.

Participated as commentator and session chair at NJ Regional Philosophical Association Fall conference at Montclair State University, Fall 2009 and Fall 2011.

Presented highlights of the research at the BCC Faculty Conference in Fall 2015.

Presented paper *Artworld Apparatus* at the Annual Meeting of Canadian Society for Aesthetics, May 30-June 2015.

Presented paper *Artworld's Ideology* at the Annual Meeting of Canadian Society for Aesthetics in Calgary, May 28-31 2016

George Cronk

Invited presenter at the Felician College Conference on "The Labyrinth in Religion and the Arts," May 1, 2013. My presentation was entitled, "Spiritual Tool or Path to Perdition: Criticisms of Labyrinthism."

Paper: "A Symbolic Interactionist Account of the Process of Psychotherapy: An Application of Mead's Central Concepts," presented at the Fall 2010 Conference of the NJ Regional Philosophical Association, November 6, 2010, Session on the Application and Relevance of Philosophy.

Keynote speaker at the Phi Theta Kappa Induction Ceremony on Monday, March 9, 2009. "Lessons Learned in School and Life," accompanied by a PowerPoint Presentation representing a quick retrospective of my life and career. I think it is fair to say that I was a big hit.

Keynote Speaker at Norwalk Community College Conference on Philosophy, Ethics, and Religion: "Philosophy and Religion in the Community College." February 23, 2007.

Keynote Speaker at Atlantic Cape Community College Faculty In-Service Conference: "General Education and Diversity Courses." August 31, 2006.

Interviewed by Kathleen Dunn on Wisconsin Public Radio on 9/6/04 on the history and growth of the BCC Philosophy & Religion Program.

Paper presentation: "Comments on Evans's 'Should Philosophy Courses Go On-Line?'" Concurrent Session I.1., NJ Regional Philosophy Association Meeting, Felician College, 11/13/04.

Multimedia presentation at Concurrent Session I on "Teaching Philosophy Online," NJ Regional Philosophy Association Meeting, Felician College, 11/15/03.

Presentation on "Philosophy On Line," Fifth Annual Mid-Atlantic College Conference on Teaching, Learning, and Managing with Technology, Montgomery County Community College, Blue Bell, PA, October 15, 1999.

Presentation on "Teaching Philosophy On Line," Telelearning 2000 Conference, Bally's Park Place, Atlantic City, NJ, October 17, 2000.

Peter Dlugos

"Mindfully Exploring Reverence and Compassion in a Highly Diverse Classroom," presented at the 2012 Annual Conference of the Association for Contemplative Mind in Higher Education, Amherst College, October 2012

"The Case for Silence," Unitarian Universalist Fellowship of Sussex County, November 6, 2013.

"Hindu Conceptions of the Divine", in a series of talks called "The Case for God," United Methodist Church at Demarest, March 20, 2011

"Quality of Life", North Jersey Humanist Society, May 10, 2003

"Some East-West Reflections of the End of Life and After" United Methodist Church at Demarest, March 25, 2003

Tobyn DeMarco

"A Theory of Improvisation for Stand-up Comedy," The Ethics and Aesthetics of Stand-up Comedy, Bucknell University, April 5, 2017. (peer reviewed)

"Socrates in Aristophanes' *The Clouds*."
Panelist, Bergen Community College Theatre Series, May 2016.

"The Organization of Adjuncts and Neoliberal Reform,"
NJEA Higher Education Conference, April 15-16, 2016.

"Lori Gruen and Ecofeminist Philosophy."
Women's History Month, BCC, March 2015.

"Philippa Foot and the Trolley Problem."
Women's History Month Book and Brunch Series, BCC, March, 2014.

Chair and panelist, "Musical Perdurantism."
American Society for Aesthetics Annual Meeting/Conference, San Diego, CA, November 1, 2013.

"Coalition Bargaining Strategies."
New Jersey Education Association Higher Education Conference, Princeton, NJ, April 20, 2013.

"The Case of Female Orgasm in the Philosophy of the History of Science."
Women's History Month Book and Brunch Series, BCC, March 28, 2013.

"Improvisation and the Evolution of Art Behaviors." (peer reviewed)
"Art and Evolution" Panel, with Noël Carroll and Stephen Davies.
American Philosophical Association, Pacific Division, Seattle, WA, April 2012.

"Aesthetic Properties of Persons" (peer reviewed)
Conference: American Society for Aesthetics, Pacific Division Annual Meeting

Asilomar, Pacific Grove, California, March 30 – April 2, 2005.

“Improvisations Are Musical Works of Art” (peer reviewed)

Plenary Speaker

Conference: American Society for Aesthetics, Rocky Mountain Division Annual Meeting

Hotel St. Francis, Santa Fe, New Mexico, July 12, 2003.

“Improvisations Are Musical Works of Art”

Conference: The New Jersey Regional Philosophy Association, Fall Meeting
Felician College, Lodi, New Jersey, November 16, 2002.

“Women and Labor: The Case of Norma Rae.”

Women’s History Month, BCC, March 4, 2012.

“Is Music Adaptive or a Spandrel?”

Commentary of Stephen Davies, “The Universality of Music,” American
Philosophical Association, Pacific Division, San Francisco, CA, March 30,
2010.

“Hanslick on Imaginative Perception,”

Commentary on Ted Gracyk, “Hanslick’s Theory of Imaginative Listening,”
American Society for Aesthetics, Pacific Division, Asilomar, Pacific Grove, CA,
April 7, 2010.

“The Poetry of Robert Frost and Environmentalism.” Bergen Lit Club,
Environmental Week, BCC, April 17, 2008

“The Ontology of Improvisations.”

Philosophy Department Colloquium, California State University, Fullerton, CA,
February 2008.

“The Failure of Philosophy in Irwin Shaw’s *Bury the Dead*”

Bergen Community College Theatre Series, April 20, 2007

“Advantages and Disadvantages of Grading Rubrics” (with Peter Dlugos)

Faculty Development Colloquium, Bergen Community College, February 13,
2007

“The Cognitive Neuroscience of Musical Expression”

Commentator on “Hearing and Seeing Musical Expression” by Dominic McIver
Lopes and Vincent Bergeron (University of British Columbia)

Conference: Western Canadian Philosophical Association
University of British Columbia, Vancouver, British Columbia, Canada, October 4,
2006

“Noise, Music, and Yasunao Tone”

Commentator on “Logogram to Noise” by Federico Marulanda (Columbia
University)

Conference: American Society for Aesthetics, Pacific Division Annual Meeting
Asilomar, Pacific Grove, California, April 1, 2006

"The New Feminist Anti-Feminism: We are Beyond the Third Wave"
Invited paper to the Interdisciplinary Seminar Series in Women's Studies at BCC
Bergen Community College, Paramus, NJ, February 2, 2006

"Grading Rubrics and Assessment" (with Peter Dlugos)
Spring 2006 Faculty Conference, January 12, 2006, Bergen Community College

"Naturalized Moral Content, Mental Causation, and Supervenience"
Commentator on "Moral Realism and Intentional Realism" by Steven Ross
Conference: The New Jersey Regional Philosophy Association, Fall Meeting
Felician College, Lodi, New Jersey, November 12, 2005

"Feminist Philosophy of Science and Epistemology, and a Test Case"
Invited paper to the Interdisciplinary Seminar Series in Women's Studies at BCC
Bergen Community College, Paramus, NJ, November 9, 2005

"'Why Is There Something Rather than Nothing' and Probability"
Commentator on "Fine-tuning, Multiple Universes, and Explanations for the
Universe's Existence" by Christopher Stevens (University of Maryland)
Conference: The New Jersey Regional Philosophy Association, Fall Meeting
Felician College, Lodi, New Jersey, November 10, 2004

"The Metaphilosophy of Opera" Commentator on "First the Music, and then the
Words" by Peter Kivy (Rutgers University) and
When Opera Is Not Enough: Berlioz's Romeo and Juliet Symphony and the
European Reception of Shakespeare" by Simon Williams (University of
California, Berkeley)
Conference: American Society for Aesthetics, Pacific Division Annual Meeting
Asilomar, Pacific Grove, California, March 30 – April 2, 2004

"On Martha Nussbaum's *Cultivating Humanity: A Classical Defense of Reform in
Liberal Education* and Diversity," Women's History Month Presentation: Lecture
and Discussion Bergen Community College, March 17, 2004

"Imagination and Simulation in Fiction"
Commentator on "Saving Desdemona: Fiction, Desire and the Imagination" by
Anton Alterman (Baruch College)
Conference: The New Jersey Regional Philosophy Association, Fall Meeting
Felician College, Lodi, New Jersey, November 15, 2003

"Notes on Kieslowski's *Decalogue* and the European Sensibility"
Invited Speaker for European Heritage Week
Bergen Community College, April 14-16, 2003

"Kivy's Philosophy of Music and Politics"
Commentator on "Musical Formalism and Political Content" by
Jonathan Neufeld (Columbia University)
Conference: American Society for Aesthetics, Pacific Division Annual Meeting
Asilomar, Pacific Grove, California, April 4, 2003

“Morality and Civility”

Invited Speaker for Faculty Development Colloquium
Bergen Community College, February 11, 2003

“Union Issues for New Faculty”

National Education Association *Thought in Action* Higher Education Meeting
Bergen Community College, April 29, 2002

“Music and Metaphysics: The Nature of Musical Works”

Invited Paper, Philosophy Department Colloquium Series
Felician College, Lodi, New Jersey, December 4, 2001

“Critical Thinking and Logic across the Curriculum”

Faculty Development Series Presentation: The Books That Have Mattered to Me
Series
Bergen Community College, November 27, 2001

“The Aesthetics of Rap Music,”

LOGOS: The BCC Philosophy Club, BCC, Spring 2001

“The Definition of Art”

LOGOS: The BCC Philosophy Club, BCC, Fall 2001

“Interpretations of Εὐδαιμονία in Aristotle’s *Nicomachean Ethics*”

Commentator on “Why So Many Philosophers Are Unhappy about Happiness via Aristotle” by Irene Caesar (City University of New York)
Conference: The New Jersey Regional Philosophy Association, Fall Meeting
Felician College, Lodi, New Jersey, November 17, 2001

“Explanations of Affective Content in Music”

Invited commentator on “Music, Expression, and Experience” by Daniel Came (Oxford University)
Conference: The City University of New York Fifth Annual Philosophy
Conference City University of New York, Graduate Center, November 3, 2001

Commentator on “The Incoherence of Political Liberalism” by Robert Talisse (Vanderbilt University)

Conference: The New Jersey Regional Philosophy Association, Fall Meeting
Felician College, Lodi, New Jersey, November 18, 2000

Margaret Johnson

"What the King James Bible Means to Me", Conference; Holy Words; 400 Years of the King James Bible, Felician College, Lodi, New Jersey, Nov.2011.

Panel Member, Interfaith Week 2011 Religion and Poverty Of Self, the Community and the World", Bergen Community College, Paramus, New Jersey, Dec. 7, 2011.

“What the Labyrinth Means to Me”, Conference; Labyrinth in Religion and the Arts, Felician College, Lodi, New Jersey, May 1 2013.

Sabrina D. MisirHiralall

MisirHiralall, S. (2016). The Urgency of Interfaith Dialogue in American Schools, New England Philosophy of Education Society, University of New Hampshire, Durham, New Hampshire, October 22.

Dillard-Wright, D., and MisirHiralall, S. (2016). An Intertwining Self-Study That Re-envisions Contemplative Pedagogical Components of the Humanities, Roundtable, Spirituality and Education SIG of the American Education Research Association, Washington D.C., April 8-12.

MisirHiralall, S. (2016). Postcolonial Pedagogy Through Kuchipudi Dance for Diverse Democracies in Higher Education, Roundtable, Session Division J – Section 6: Society, Culture, and Change of the American Education Research Association, Washington D.C., April 8-12.

MisirHiralall, S. (2016). Hybrid Vehicles: Pedagogical Approaches to Transcending Imperial and Orientalized Gazes Through Kuchipudi Hindu Dance, Roundtable, Division B Curriculum Studies of the American Education Research Association, Washington D.C., April 8-12.

MisirHiralall, S. (2016). (Un)Dressing to Unveil a Spiritual Self, Mid-Atlantic Region of the American Academy of Religion Meeting, New Brunswick, New Jersey, March 9-11. (Paper is forthcoming in Winter 2017 in the Journal of Aesthetic Education)

Michael D. Redmond

“In Praise of Detours,” talk given at the Phi Theta Kappa Induction Ceremony, Bergen Community College, October, 2012.

Mapping Your Career, talk sponsored by the Faculty Development Committee, Bergen Community College, July 16, 2012.

Frequent talks given at various technology conferences on instructional technology, distance education, network infrastructure, business process redesign, etc., 2002 – 2007.

LeeAnn M. Holland

American Educational Research Association, “Liberating the Deweyan Learning Environment” San Antonio, TX. April 2017.

American Educational Research Association, “Bodily-Induced Aporia as a Catalyst for Transformational Learning,” San Antonio, TX. April 2017.

Invited General Session Speaker, Philosophy and Education Society (PES) Annual Meeting, “Reconsidering the ‘Ped’ in Pedagogy,” Toronto, Ontario. March 2016.

Philosophy and Education Society (PES) Annual Meeting, “An Element-ary Education” Memphis, TN. March 2015

Mid-Atlantic States Philosophy and Education Society (MASPES) Annual Meeting, "How Sublimity Informs Aristotelian Pedagogy," Guttman Community College, New York, NY. February 2015.

Special Conference on Inequality, "Education Without an Age Limit," Fordham University, Bronx, NY.
March 2014.

Lisa Sargese

2013 - 2012 - Presenter, Philosophy in the Schools Day/Religions of the World Day: A half-day program for high school students at Montclair State University, twice yearly.

2006 - 2014 - Interfaith Dialog Facilitator, Conversations on Faith and Spirituality at Montclair State University, Center for Faith and Spirituality, weekly.

2008 - 2010 - Group Facilitator, Motivation Station at the Drop-In Center, success seminar, weekly.

Lavina Sequeira

Sequeira, L. & Matthews, J.S. (February 2016). Framework of Intersectional Identities of African American and Latino/a students in Urban School Settings. Paper presented at the Winter RoundTable, Teachers College, Columbia University, NY.

Sequeira, L. & Matthews, J.S. (February 2016). Intersectional Identities and self of adolescent African-American and Latino/a students in urban school settings. Paper presented at the Ethnographic and Qualitative Research Conference (EQRC), Annual Meeting, Las Vegas NV.

Sequeira, L. (January 2016). Intersectional Identities and the Dialogical Self in the Classroom Community of Inquiry. Paper presented at the American Philosophical Association (APA), Eastern Division Annual Meeting, Washington D.C.

Sequeira, L. (April 2014). Best of Both Worlds. Paper presented at the American Educational Research Association (AERA) Annual Meeting, Philadelphia, New Jersey.

Sequeira, L. (March 2013). Negotiating Power and Racism. A Critical Multicultural Pedagogical Perspective. Paper presented at the Tri-State Best Practices Conference, Bergen Community College, New Jersey.

Sequeira, L. (November 2012). Public and Private Identities. Paper presented at the New Jersey Regional Philosophical Association (NJRPA), Bergen Community College, New Jersey.

Sequeira, L. (November 2012). Best of Both Worlds. Paper presented at the American Educational Studies Association (AESAs) Annual Meeting, Seattle.

Sequeira, L. (June 2012). Americans with a Twist. Paper presented at the Ethnographic and Qualitative Research Conference (EQRC) Annual Meeting, Cedarville, Ohio.

Charles Taylor

Served as an academic panelist (religious perspective) for the Black Student Union at Bergen Community College. Topic: "Acting White: The social price paid by the best and brightest students of color".

Other Contributions

Peter Dlugos

Philosophy Club Advisor, Spring 2016-present

George Cronk

Conservative Speakers Series

Organized and managed (with Dr. Kaye DeMetz) the "Conservative Speakers Series." The series included the following speakers:

Spring 2003: Inaugural Presentation: Linda Chavez on "Education in America."

2003-2004: Dinesh D'Souza and Victor Davis Hanson.

2004-2005: David Horowitz and Mona Charen.

2005-2006: Brian Anderson, "South Park Conservatives: The Revolt Against Liberal Media Bias;" Murray Sabrin, "The Coming Collapse of the Welfare-Warfare State."

2006-2007: Dan Karlin, "The Libertarian Party: The Party with an Identity Crisis;" Rod Dreher, "Crunchy Cons: A Different Kind of Conservatism."

2007-2008: Michael Behe, "Intelligent Design in Biology and the Limits of Darwinism."

2008-2009: Steve Malzberg, "The Presidential Election, How It Happened, What It Means;" and

2009-2010: Robert P. George, "Natural Law, God, and Human Rights."

2010-2011: Nick Gillespie, "The Libertarian Moment: Why The Future Belongs to Free Minds & Free Markets."

Michael D. Redmond

Built the Philosophy and Religion Teaching and Resource Exchange on Google Drive (2016 – 2017). The purpose of this site is to facilitate the sharing of course materials such as syllabi, assignments, etc. It may be viewed at:

<https://drive.google.com/drive/folders/0B8Ktaln9OQpBWGtaLWIHMjIWS28?usp=sharing>.

Mentor to Cormac Godfrey, Student Presenter, Beacon Student Conference (2016).

Consultant, Reviewer for the Sirius Project, Florida State College, for PHI2010 Introduction to Philosophy (2010 – 2011).

Quality Matters Peer Reviewer, PH206 Logic, Frederick Community College, Frederick, Maryland. (2011)

Lisa Sargese

2014 - The President of the United States of America's Interfaith and Community Service Campus Challenge Honor Roll from the White House Office of Faith-based and Neighborhood Partnerships supported by the U.S. Department of Education and the Corporation for National and Community Service (CNCS).

2012 - Tikkun Olam Award for campus and community service from Montclair State University's Center for Faith and Spirituality.

2005 - Nelson Mandela Award for Excellence in Diversity from Montclair State University's Equity and Diversity Programs and The Women's Center.

APPENDIX C

Curriculum Maps

(please refer to electronic attachments)

APPENDIX D

Curricular Innovations

Vanda Bozicevic

Web enhanced all classes; organized course websites offering enrichment materials, class notes, links to readings and supplementary materials.

Converted and taught the following courses in online and/or hybrid format:

PHR 104 Topics in Philosophy: Art and Morality

PHR 100 Reasoning

PHR 101 Introduction to Philosophy (including a hybrid version subtitled Philosophy through film, Fall 2014)

PHR 102 Contemporary Moral Issues

PHR 107 Introduction to Philosophy of Art

Composed detailed **class notes** for all hybrid and online courses in **Softcalk format** which include illustrations, links to web resources, and exercises that test students' understanding. The notes also include selected paragraphs from the assigned readings followed by the questions that draw implications from these paragraphs in an effort to teach students how to closely read a philosophical text and draw logical inferences from it.

From Fall 2015 to present used **Top Hat Interactive Teaching Platform** in several classes.

Created **interactive textbook** on Top Hat for the online Reasoning class and successfully used it in Spring 2016 and Fall 2016.

Created Art and Morality section of PHR 104 Topics in Philosophy class combining aesthetics and ethics. Developed course curriculum, reading list and syllabus for this course.

With Tobyn DeMarco developed curriculum for the course PHR 107 Introduction to Philosophy of Art.

Took initiative to introduce contemplative method into the classroom. In 2012 with Dr. Peter Dlugos, implemented a project supported by the CIRD grant, involving two elements: (1) regular, short contemplative exercises in class, and (2) a series of four evening mini-retreats that expose students to various meditative exercises, selected philosophical, religious and poetic texts, inspirational music and videos, group sharing, etc. We assessed the effectiveness of the method using students' reports and a survey.

George Cronk

Since Fall 1998, I have developed online versions of PHR 101 Introduction to Philosophy; PHR 106 Eastern Philosophy; and PHR 121 Religions of the World. I have continued running these courses as part of BCC's Distance Learning Program.

I supervised Professor Jennifer Lyden in her development and implementation of a "model" version of PHR 121 Religions of the World – a version that is not instructor-specific but that can be taught by any competent instructor. The course ran online for the first time in 2013S2 and was taught by adjunct instructor, Dr. Allison Moore.

I coordinated the online and Hybrid development of PHR 107 Introduction to the Philosophy of Art (Bozicevic); PHR 110 Introduction to Ethical Theory (Redmond); PHR 111 Social and Political Philosophy (Redmond, Sequeira); and PHR 122 Women and Religion (Datema, Lyden).

I developed and used multimedia presentations, podcasts, audio files, video files, internet components, and email communication as integral components and features of my online and on-campus classes. The aforesaid multimedia presentations are on the major topics in my courses. Preparing these presentations has given me deeper insight into the material; using the presentations in class has facilitated class discussion and increased student learning (I think); and making the presentations available to students (either online, or on disk, or via email) has helped them with their out-of-class study of our course content. My online courses also include threaded and detailed class discussions, digital submission of papers by students - digital return of papers by instructor, etc., etc., etc. The whole process is cutting edge.

Chair, Senate Ad Hoc Committee on Curricular Reconstruction (including restructuring of all General Education program foundations), January through June 2009. Final proposal for reconstruction of entire BCC curriculum approved by Faculty Senate on 5/19/09. This was a huge job; I spent hundreds of hours on it (about 260 hours all together). I continue to serve as Chair of that Committee and continue to work on completing its ongoing work. In that capacity, I do all sorts of curriculum work for other

faculty, for deans, for vice presidents. It is fair to say that I am THE mover on curricular reconstruction at the college.

Chair, Joint BCCFA and Senate Ad Hoc Committee on Distance Learning, Spring-Summer 2009 and continuing. Worked on a faculty-administration plan for restructuring and expanding the BCC program of online and hybrid instruction that resulted in a new Distance Learning Agreement that was approved and included in the BCC-BCCFA Contract, effective as of April 30, 2010.

Editor of the Programs section of the BCC online PDF Catalog for 2011-2012, 2012-2013, 2013-2014, and 2014-2015. I prepared a complete and properly-formatted *.doc and *.pdf version of the curriculum section of the BCC Catalog for each of the aforesaid academic years.

Peter Dlugos

Designed and taught two new classes in the last few years:

PHR-127: The Buddhist Scriptures

WEX-133: Mindfulness and Good Health

Experimented with contemplative pedagogy in PHR-106, PHR-127, and PHR-103, the latter of which he has subtitled “Zen and Art of Propositional Logic.”

Currently working on a version of PHR-101 that will integrate principles of dialogue and community of inquiry with Western contemplative exercises.

Michael D. Redmond

PHR 103 Introduction to Logic

- Developed and taught on-line and hybrid versions of course.
- Created a series of instructional videos for use in hybrid and on-line classes.
- Piloted and successfully integrated the Aplia tutorial site into PHR 103.

· PHR 120 Introduction to Religion

- Developed and taught an on-line version of PHR 120 with emphasize on the philosophy of religion.
- Wrote a secondary source text to be used in conjunction with **The Philosophy of Religion Reader**, edited by Chad Meister (Routledge: London and New York, 2008). This source text was created as a series of approximate 17 on-

line modules of 15 to 20 minutes each, complete with self-test questions, which were then integrated into Moodle.

- Worked with library to develop on-line orientation for course including a module on the use and evaluation of sources.
- PHR 100 Reasoning
 - Developed and taught an on-line version of PHR 100.
 - Piloted and successfully integrated the Aplia tutorial site into PHR 100.
- PHR 111 Social and Political Philosophy
 - Developed and taught an on-line version of PHR 111 with emphasis upon the extent and legitimacy of political authority. Course was formally certified as meeting Quality Matters standards in 2013.
 - Wrote a secondary source text to be used in conjunction with **Political Philosophy: The Essential Texts**, edited by Steven M. Cahn, 3rd edition (New York: Oxford University Press, 2015). This secondary source was in the form of 38 on-line instructional modules of 15 to 20 minutes in length, complete with self-test questions, which were then integrated into Moodle.
- PHR 110 Introduction to Ethics
 - Developed and taught an on-line version of PHR 110.

Lisa Sargese:

Guest Lectures. - Yoga master Mark VanBuren, a BCC grad who earned his B.A. in religion at MSU, has taught mindfulness meditation during my units on Buddhism. In addition to always getting 99.9% voluntary compliance in trying the zazen, he always inspires the students to ask questions about meditation, the denomination of Chan Buddhism that he practices, and ways to interpret the Four Noble Truths.

Pastor Jim Keaveny and Rev Lance Micklus have graciously (and willingly) given talks on their expressions of Christianity and welcomed questions Stump-the-Pastor style. Our students asked tough questions and participated in refreshingly civil dialogs. Thought Leaders from Thought in Motion of Montclair talked on how The Secret and Law of Attraction put a New Age spin on an ancient style of intentionality.

Movie Clips - In an attempt to expand on points made by theologians who are quoted in our assigned readings, I show clips from popular films. for Schleiermacher's "sense and taste of the infinite" I'll show Jodie Foster's testimony from 'Contact' where she talks about her sense of awe and humility during her space travels. For Geertz's "aura of

factuality that seems uniquely realistic" that create seemingly unquestionable truths, I'll show the clip from 'Men in Black' where Will Smith is the only candidate to think of pulling the table over to him in order to fill out his exam. I have endless examples.

Classroom atmosphere - I always open the blinds/curtains so that the students might enjoy looking out the window rather than their phones during brief moments of downtime.

APPENDIX E

2014-2016 Assessment Plans

(please refer to electronic attachments)

APPENDIX F

Learning Support Services Contact Information:

The Sidney Silverman Library	Room L-226	201-447-7436 (Reference Desk) 201-447-7970 (Service Desk)
<i>Provides information resources and services to foster academic excellence and lifelong learning</i>	Room L-200 (Lyndhurst)	201- 301-9692 (Lyndhurst) 201-447-7972 (Media Services) http://www.bergen.edu/library
The Cerullo Learning Assistance Center (CLAC)	Room L-125	
The Writing Center	Room L-125	201-447-7489 http://bergen.edu/current-students/student-support-services/tutoring/writing-center/
<i>For students needing additional help with writing assignments</i>		
The Tutoring Center	Room L-125	201-447-7489 http://bergen.edu/current-students/student-support-services/tutoring/tutoring-center/
<i>For students requiring additional assistance in various subject areas</i>		
The Math & Science Walk-in Center	Room L131	201-447-7489 http://bergen.edu/current-students/student-support-services/tutoring/math-science-walk-in-center/
<i>For assistance in various Math and Science subjects</i>		
English Language Resource Center	Room C-212	201- 447-7196 http://bergen.edu/current-students/student-support-

For non-native English-speaking requiring help with grammar, reading, writing, and speech

services/tutoring/english-language-resource-center/

Testing & Tutoring Center at the Meadowlands Room L201/L202A

To administer and proctor tests on behalf of faculty and offer tutoring in various subjects based on student demand.

201- 493-4096
<http://bergen.edu/current-students/student-support-services/tutoring/tutoring-testing-center-at-the-meadowlands/>

Office of Specialized Services Room L-115

For students who require accommodations in accordance with the Americans with Disabilities Act (ADA) can request these services from the Office of Specialized Services.

201-612-5270
<http://bergen.edu/current-students/student-services-departments/disability-services-office-of-specialized-services/>

Distance Learning (for students & faculty) Room C-334

For faculty and students engaged in online teaching and learning.

<http://bergen.edu/faculty-staff/citl/>

APPENDIX G

2017 External Reviewer's Report

Department of Philosophy and Religion
Bergen Community College

External Reviewer: Tiger Roholt
Associate Professor and Chair, Department of Philosophy
Montclair State University

12 May 2017

PROLOGUE

Prior to my visit on 12 April 2017, Peter Dlugos, the chair of Bergen's Philosophy and Religion Department (PHR), sent me the April 2017 PHR Draft Program Review.¹ This document is outstanding in its detail and scope. The chair sent me additional materials as well, and I was able to find the generic syllabi for all PHR courses on the Bergen website. During my visit, I (a) met individually with the chair; (b) met with the full-time philosophy faculty, one religion instructor, and the departmental librarian, as a group (Peter Dlugos, Michael Redmond, Tobyn DeMarco, Vanda Bozicevic, Lisa Sargese, and Paula Williams); (c) met with each of these individuals separately; (d) met with twelve students in a group; (e) observed a portion of two philosophy classes (one taught by Redmond, another taught by DeMarco), and finally, (f) met with the Vice President of Academic Affairs (William Mullaney) and the Humanities Dean (Beatrice Bridglall).

Strengths of the PHR department include the current faculty, the remarkable accomplishments, tradition, and reputation of the department. The faculty seem to me to be committed to the hard work required to maintain the department's high standards. The faculty have high expectations of their students and of each other. And the department includes many outstanding teachers. My estimation of the latter is based on the teaching I observed during my visit, student comments during my meeting with them, the pedagogical details articulated in the 2017 Draft Program Review, and my experiences with Bergen students who have become philosophy majors at Montclair.

Since it has been quite some time since the department has undergone a comprehensive program review (1998–99), I will concentrate on what I take to be the most important issues,

¹ "Draft Program Review," below, refers to the draft of the Bergen Community College "Philosophy and Religion Program Review" (April, 2017).

focusing on personnel and teaching. I will point to some of the discussions of these issues in the Draft Program Review, and I will draw some connections between college concerns and department concerns. My hope is that this will further open communication between the administration and PHR for the purpose of planning and generating targeted support for the PHR department.

PERSONNEL AND TEACHING

While some of the philosophy faculty in the department have taught religion courses, the department currently has no tenure-stream religion faculty. In light of this, the department has difficult decisions to make regarding hiring. Goal 1a of the Draft Action Plan (Draft Program Review, 46) is to hire a junior professor in religion. This seems reasonable. Subsequently, whether to hire religionists or philosophers should depend upon a more specific departmental vision than what is found in the Draft Program Review. In my opinion, a general case can be made to the effect that philosophy courses are more useful for college students than religion courses, given the centrality and importance of conceptual analysis and logical thinking for reflecting upon anything. In light of this, hiring a philosopher next may, indeed, be the right choice (this is Goal 1b of the Draft Action Plan, Draft Program Review, 46). That said, a more refined vision of the middle and long-term future of the PHR department is needed as a foundational argument for the second hire and beyond.

Importantly, given the significant loss of PHR faculty in the last six years (see Draft Program Review, 25–26), I believe that the department must hire at least two tenure-stream faculty in the very near future. A striking figure is mentioned in the Draft Program Review: since the 1998-99 Program Review, “The number of full-time faculty (including lecturers) has decreased from 13 to 5” (Draft Program Review, 6).

Another reason to hire new faculty is that they will be able to take over some departmental service work, which will create much-needed free time for current faculty to grow as teachers and scholars (see Strategic Plan, T2.GA.a1).²

Too many PHR courses are taught by adjuncts. The full- to part-time teaching ratio is currently “approximately 25% full-time to 75% part-time coverage” (Draft Program Review, 26). This, combined with the fact that the PHR chair and faculty have too little time available to appropriately supervise these adjuncts, is a problem that must be addressed. It is a problem that matters to departments in universities that either have or are considering establishing articulation agreements with Bergen PHR (my department, e.g., is interested in considering an articulation agreement). Certain scheduling pressures also may result in lower quality classes.

² “Strategic Plan” refers to the Bergen Community College “Framework for the Future, 2013–2018” (2103).

In this regard, the administration should take note of the second paragraph of page thirty-four of the Draft Program Review:

The department, for its part, is having increasing difficulty meeting the demand for Spring/Fall 2 (12 week) and Flex 2 (7 week) classes, which often only becomes apparent in the weeks prior to the start of the session, when existing 12-week and Flex 2 classes become waitlisted and the administration requests that additional sections be opened. Generally, we only have enough staff to cover the sections in the original schedule that is established six months in advance. At the time of this report, in Spring 2017, two full-time members of the department have had to take additional overload classes to accommodate the last minute requests from the administration to open more sections. If more of the basic schedule could be taught by full-time faculty, this would free up our part-time staff to be deployed in this more spontaneous and need-based way.

As implied in the final sentence above, part of the solution to this adjunct-ratio problem in general is to hire more tenure-stream faculty. This is consistent with the first goal of the Draft Action Plan: “Restore the FT/PT faculty ratio to established Board of Trustees policy levels (60% FT, 40% PT), which is critical to maintaining program quality” (Draft Program Review, 46).

Another part of the solution may be to grant more released time to the department chair for increased adjunct supervision. In general, it is difficult for any chair to manage a department while teaching so many courses. As is pointed out in the Draft Program Review, the chair is also currently “coordinating the student learning assessment project and serving as the Philosophy Club advisor” (Draft Program Review, 25). The fact that the chair does not have a full-time administrative assistant is also a problem that the administration should address.

My view is that this department is exceptional; I believe that it behooves the Bergen administration to support PHR in ways that may even be out of the ordinary. An institution occasionally has incentive to put more eggs in a particular basket, so to speak, because there is reason to believe that doing so will pay out-sized dividends. In my view, the PHR department is one of these special baskets. Three pieces of evidence to support this claim are the tradition of effectiveness of the department, the quality of the current faculty, and the value of a philosophical education in preparing students to enter a knowledge economy.

The PHR faculty have come up with very good ideas that will improve adjunct teaching generally, but the faculty need more time and assistance to further implement these ideas. For example, the department’s “Teaching Resource Exchange” is a very promising initiative that should be pursued (Draft Program Review, 24). Note that this initiative will contribute to accomplishing T4.GB (Strategic Plan).

One impressive aspect of the PHR department’s teaching of philosophy is that they base their courses on primary texts. This requires very good teachers and particularly effective

pedagogical strategies. Working with primary texts is sometimes even avoided by philosophers at universities (but not at Montclair, to be clear). This focus on primary texts is important because students will get more from primary texts than they would from textbook explanations, both in terms of rigor, depth, and also in motivation to continue their study of philosophy. This is a kind of contribution to lifelong learning that the Bergen Strategic Plan does not anticipate (see Strategic Plan, 3).

Based on the classes I observed, what students told me, and based on syllabi, I believe that there are a few key skills and pedagogical strategies that make the focus on primary texts work so well in philosophy at Bergen. The faculty generate quite a bit of discussion in their classes, which makes it possible for students to figure out what they did not understand through their reading alone. In order to get students talking this much, the teacher must have a good-natured but probing style. This is rare, and I saw it on display in both Redmond's and DeMarco's classes. I also observed that the faculty connect philosophical issues to the everyday concerns of students. Consistent with this, students told me that they find their PHR courses challenging but accessible. The content discussed in the classes I observed is difficult; it was gratifying to see the students challenged yet engaged in this way.

THE DEPARTMENT

In order for the PHR department to effectively carry on their remarkable tradition and to retain their academic integrity, it is imperative that PHR remain an independent academic department.

ADVISING

There seem to be some missed opportunities to connect students who are interested in philosophy or religion to the PHR department and faculty. When a student selects the Philosophy or Religion Option, he or she should be required to have a mandatory advising meeting in the PHR department before being permitted to register for the upcoming semester. Another way for PHR to be able to connect to interested students would be for Institutional Research to track which students have taken multiple philosophy or religion courses; this information should then be passed to the PHR department. This relates to a recommendation that surfaced in the 1998-99 Program Review (see the Draft Program Review, 5).

CURRICULA

I want to mention one area for improvement in the philosophy curriculum. All courses but one are at the 100-level. More courses—especially philosophy courses—should be offered at the 200-level in order to give students a different kind of experience (two students spontaneously expressed an interest in upper-level philosophy courses in my meeting with them). The department might move a couple of existing courses to the 200-level as well as creating some new 200-level courses. The Bergen PHR department offers a wider variety of philosophy courses than comparable community colleges, such as Brookdale and Middlesex. This is one reason why students get attracted and attached to the field at Bergen, and one reason why they

leave Bergen with such a solid foundation in philosophy. Raising some courses to the 200-level will contribute to this success. This is relevant to offering courses that meet students' needs (Strategic Plan, T1.GA.a1), and it will foster faculty development as well (Strategic Plan, T2.GA.a1). Finally, given PHR's articulation agreements with university philosophy departments, students may be able to satisfy certain requirements in their future philosophy major by taking one or two 200-level courses at Bergen. This would be very appealing to many students.

EXTRA CURRICULAR

"Logos," the Bergen Philosophy Club, is a special club with a long tradition (functioning since the late 1980s). A number of the students I met with spontaneously mentioned that they benefited from and enjoyed the Logos meetings. Moreover, when I first arrived at Montclair, I heard faculty speaking highly of Logos. This club is a wonderful addition to students' coursework (see Draft Program Review, 19).

WEBSITE AND SOCIAL MEDIA

The Bergen website has a number of shortcomings. First, the website is unwieldy on a smartphone (see Strategic Plan, T4.GD.a2). Second, the website contains too many dead links (some of the dead links pertain to Strategic Plan, T4.GA.a1, regarding PHR faculty). In order to remedy the latter, the PHR chair and administrator should be able to directly update the PHR pages (see Strategic Plan, T4.GD.a1; Draft Program Review, 37). I update my department's webpage at Montclair multiple times per week. It is one of the main ways our department communicates with prospective students, current students, and with the university community. Third, search results are flawed; for example, when one searches "philosophy," the first result is not a link to the PHR department (it should be).

The PHR department already has an active Facebook page. I would recommend also operating a department or program-specific Twitter (philosophy and/or religion). This can connect the department not only to students and others in the college but also to other departments around the world (see Strategic Plan, T3.GB.a1).

MISCELLANEOUS

- The articulation-agreement initiative PHR has pursued and is pursuing is impressive and important (Strategic Plan T1.GB.a5). The PHR Draft Action Goal 3b ("Explore articulation agreements") seems well conceived (Draft Program Review, 46).
- Two Bergen students suggested to me that more continental philosophy should be included in some PHR courses. I think the faculty should consider this. I teach continental philosophy, and I have found that students are very interested in certain thinkers, such as Nietzsche, Marx, Heidegger, and Merleau-Ponty. There are somewhat-analytic approaches to these thinkers that the PHR faculty might find appealing. Consider, for example, Hubert Dreyfus's

approach to Heidegger and Merleau-Ponty (Consider the work of Dreyfus's students as well, such as Taylor Carman and William Blattner). Also consider Maudemarie Clark's approach to Nietzsche.

- The PHR department's library support, provided by Paula Williams, seems remarkable.

Respectfully submitted by
Tiger Roholt, Philosophy
Montclair State University
12 May 2017