

**ST. PHILIP'S COLLEGE**  
**INSTRUCTIONAL UNIT**  
**REVIEW**  
**2017-2018**

**Philosophy**

## CATEGORY I. MISSION AND GOALS

### A. Mission and Planning

1. The mission of the Philosophy IU at St. Philip's College is to empower our diverse student population through personal and educational growth, career readiness and community leadership through our curricular and co-curricular experiences, including our formal courses, the Philosophy Club, the Ethics Bowl Team, and our involvement with international education initiatives, including the Fulbright Scholar-in-Residence program.
2. The Philosophy IU at St. Philip's College is accomplishing this mission, and in turn is supporting the educational goals of the College and the District. The mission of the Alamo Colleges District is the "empowering our diverse communities for success" and the mission of St. Philip's College is the empowering of "our diverse student population through educational achievement and career readiness." The curricular and co-curricular activities of the Philosophy IU directly support the overlapping missions of both the College and the District by intentionally supporting the empowerment of our students.
3. The Operational Unit and Assessment Planning (OUAP) Detailed Assessment Report (DAR) is located in Appendix A. The details listed there reflect a small but active Instructional Unit, with a clear mission and focused implementation of that mission.

Of special note is the unique contributions of the Philosophy IU to the international education efforts of the College. The unit is an "energy center" for the growing partnership between the Alamo Colleges and the Corrymeela Peace and Reconciliation Centre in Northern Ireland. Previously, the unit's faculty designed and implemented the 2015 Study Abroad Program to Northern Ireland at the Corrymeela Centre. Since that time, the faculty have been instrumental to the team that wrote two (2) successful Fulbright Scholar-in-Residence proposals to bring internationally recognized scholars from the Corrymeela Centre to teach at St. Philip's College.

## **CATEGORY II: INSTRUCTION AND CURRICULUM**

### A. Instruction

#### 1. Syllabi

- a. All Syllabi are posted online in Concourse.
- b. The Philosophy IU reviews and revises the syllabi at the beginning of each semester. Changes are made to note new faculty members, their respective contact information, and unique calendars for each specific class.

#### 2. QEP (Critical Thinking)

- a. A wide variety of data are used to make changes to improve the unit, gathered from the courses taught, the larger Social and Behavioral Sciences Department, the College (especially from SPC Instructional Innovation Center, and from the SPC Department of Planning, Research, and Effectiveness), the District (via Alamo Share), regional support and pedagogical sources (e.g. the Texas Higher Education Coordinating Board, and the Texas Community College Teachers Association), and national sources of best practices (e.g. the American Association of Community Colleges, and the American Council on Education's Center for Internationalization and Global Engagement).
- b. The Philosophy IU has met the following responsibilities regarding the QEP:
  - i. Identified CT SLO(s) to be addressed in each identified course.
  - ii. Aligned curriculum for the CT SLO(s) with the syllabus.
  - iii. Aligned curriculum for the CT SLO(s) with instructional activities.
  - iv. Aligned curriculum for the CT SLO(s) with in-classroom assessment.
- c. The Philosophy IU faculty have met the following responsibilities regarding the QEP:
  - i. Engaged students in critical thinking activities in their course(s).
  - ii. Developed and assigned coursework to fulfill QEP requirements.
  - iii. Provided feedback to students regarding their CT skills.
  - iv. Documented and shared CT skill development best practices.

#### 3. Resources

In addition to the resources, services and reference sources provided by the College, the Philosophy IU provides what is perhaps the most important resource to our students: our faculty, Matthew Fuller, Andrew Hill and Charlie Langston. Through direct student contact, both within the classroom and outside of it via the Philosophy Club, the Ethics Bowl Team, and our international education programs, the Philosophy IU empowers our diverse student population, leading to their personal and educational growth, career readiness and community leadership.

4. Textbooks for each course are chosen by the instructor according to his or her professional judgment. That judgment is made after weighing several criteria, including the overall quality of the textbook and its cost to students (i.e. value being a function of both quality and expense). Other factors include the balance of primary and secondary sources, the availability of online support services from the publisher, availability and consensus within the discipline (i.e. has it been adopted by other departments).

## B. General Education Requirements

1. Listed below are the courses from the Philosophy IU that meet the general education course requirements for any associate degree or certificate of completion, and a brief description of the contribution of that course to the overall curriculum.

Course	Contribution	Semester Hours
PHIL 1301 Introduction to Philosophy	A study of major issues in philosophy and/or the work of major philosophical figures in philosophy. Topics in philosophy may include theories of reality, theories of knowledge, theories of value, and their practical applications.	3
PHIL 1304 Introduction to World Religions	A comparative study of world religions, including but not limited to Hinduism, Buddhism, Judaism, Christianity, and Islam.	3
PHIL 2303 Introduction to Logic	The purpose of the course is to introduce the student to symbolic logic, including syllogisms, propositional and predicate logic, and logical proofs in a system of rules.	3
PHIL 2306 Introduction to Ethics	The systematic evaluation of classical and/or contemporary ethical theories concerning the good life, human conduct in society, morals, and standards of value.	3

## C. Distance Learning

1. **Andrew Hill** and **Matthew Fuller**, two of our full-time instructors for Philosophy, hold the Distance Learning Certification from St. Philip's College; **Charlie Langston** is currently enrolled in the Distance Learning program (spring 2018).

2. In the table below are all the Distance Learning courses-offered in Philosophy during the last year, i.e. Spring 2017, Summer 2017, and Fall 2017.

<b>Spring 2017</b>	
<b>Course Number</b>	<b>Course Title</b>
PHIL 1301	Introduction to Philosophy
PHIL 2306	Introduction to Ethics
<b>Summer 2017</b>	
<b>Course Number</b>	<b>Course Title</b>
PHIL 1301	Introduction to Philosophy
PHIL 2306	Introduction to Ethics
<b>Fall 2017</b>	
<b>Course Number</b>	<b>Course Title</b>
PHIL 1301	Introduction to Philosophy
PHIL 2306	Introduction to Ethics

Previously, the ratio of Face-to-Face to Distance Learning had been 2 to 1 (e.g. 16 classes taught Face-to-Face, and 8 classes taught via Distance Learning). However, the trend represents a movement toward a balance of 1 to 1, which is our status, and is planned for the foreseeable future. There is no difference in the PGR and retention rate between students in the Face-to-Face and Distance Learning classes.

3. The Philosophy IU does not offer any SACS approved degree or certificate programs available entirely through Distance Learning.
4. In response to student evaluations and classroom climate reports, Andrew Hill has begun to incorporate regular (if not daily) videos into his online classes via the Canvas program and utilizing the Youtube network:

<https://www.youtube.com/channel/UCSZhMq8AzbbEVfwugGLZKdg>

Below is a sample from one of his Youtube Channels designed to support the Introduction to Ethics (PHIL 2306) course when it is taught online:



#### D. Articulation Agreements

1. The courses in the Philosophy IU are transferable as the title course to all Texas institutions.

#### E. Dual Credit

1. Previously, the courses in the Philosophy IU were not offered for dual credit at any of the high schools with which the Alamo Colleges have Dual Credit agreements. This has changed, and high school students of all ages are now enrolling in the Philosophy courses. This is the largest change in the past three years, and it is having a significant impact on the College in general and the Philosophy IU in particular.

### CATEGORY III: ENROLLMENT TRENDS

1. Does this unit have a selection process for student acceptance into the program(s) or course(s)? If so, describe the selection process. Cite the minimum basic skills required for acceptance into this program or course. How are those requirements published?

2. Key Performance Indicators

- a. Self-declared Majors

2014/2015	2015/2016	2016/2017
0	0	0

- b. Contact Hours

2014/2015	2015/2016	2016/2017
59,904	61,104	57,072

- c. Average Class Size

2014/2015	2015/2016	2016/2017
37	37	38

- d. Course Completion Rate

2014/2015	2015/2016	2016/2017
n/a	90.53%	94.43%

- e. Productive Grade Rate

2014/2015	2015/2016	2016/2017
n/a	77.85%	89.22%

- f. Graduation – number of degrees/certificates awarded

2014/2015	2015/2016	2016/2017
0	0	0

## Fall 2016

Grade Distribution by Course Number  
ALL STUDENTS Final SPC Fall 2016

RUBRIC	COURSE NO	A	B	C	D	F	IP	I	P	W	Total Enrollment	Completers	Completion Rate	Success	Success Rate
MUSI	2116	5	3	3	0	0	0	0	0	0	11	11	100.00%	11	100.00%
MUSI	2311	6	3	2	0	0	0	0	0	0	11	11	100.00%	11	100.00%
<b>TOTAL MUSI</b>		<b>172</b>	<b>67</b>	<b>39</b>	<b>4</b>	<b>24</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>314</b>	<b>306</b>	<b>97.45%</b>	<b>278</b>	<b>88.54%</b>
<b>OPTS</b>															
OPTS	1219	5	3	3	0	0	0	0	0	0	11	11	100.00%	11	100.00%
OPTS	1311	3	5	2	1	0	0	0	0	0	11	11	100.00%	10	90.91%
OPTS	2441	2	9	0	0	0	0	0	0	0	11	11	100.00%	11	100.00%
<b>TOTAL OPTS</b>		<b>10</b>	<b>17</b>	<b>5</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>33</b>	<b>33</b>	<b>100.00%</b>	<b>32</b>	<b>96.97%</b>
<b>OTHA</b>															
OTHA	1211	25	1	0	0	0	0	0	0	0	26	26	100.00%	26	100.00%
OTHA	1305	25	1	0	0	0	0	0	0	0	26	26	100.00%	26	100.00%
OTHA	1315	24	2	0	0	0	0	0	0	0	26	26	100.00%	26	100.00%
OTHA	1361	17	7	0	1	0	0	0	0	1	26	25	96.15%	24	92.31%
OTHA	1409	23	3	0	0	0	0	0	0	0	26	26	100.00%	26	100.00%
OTHA	2209	19	5	1	0	0	0	0	0	1	26	25	96.15%	25	96.15%
OTHA	2335	23	2	0	0	0	0	0	0	1	26	25	96.15%	25	96.15%
<b>TOTAL OTHA</b>		<b>156</b>	<b>21</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>182</b>	<b>179</b>	<b>98.35%</b>	<b>178</b>	<b>97.80%</b>
<b>PFPB</b>															
PFPB	1413	17	7	1	0	1	0	0	0	0	26	26	100.00%	25	96.15%
PFPB	2409	15	5	1	0	1	0	0	0	0	22	22	100.00%	21	95.45%
<b>TOTAL PFPB</b>		<b>32</b>	<b>12</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>48</b>	<b>48</b>	<b>100.00%</b>	<b>46</b>	<b>95.83%</b>
<b>PHIL</b>															
PHIL	1301	48	24	11	3	4	0	0	5	95	90	94.74%	83	87.37%	
PHIL	1304	21	9	3	0	2	0	0	3	38	35	92.11%	33	86.84%	
PHIL	2303	26	5	1	0	0	0	0	0	0	32	32	100.00%	32	100.00%

Institutional Research and Effectiveness Services (IRES)  
 Data Source: OOSP  
 Data Block: Institutional Research (IRES) IRES INTERNAL DBKs Grade Distribution - Primary Instructor\_(CBM) Grade Distribution Primary- All or FTIC Students\_(CBM)\_DBK  
 Report Name: All Students or FTIC - by COURSE\_NO\_BND  
 Generated Date: 5/8/2017

## Spring 2016

ALL STUDENTS Grade Distribution by CRN  
Final SPC Spring 2016

RUBRIC	COURSE_NO	CRN	A	B	C	D	F	IP	I	P	W	Total Enrollment	Completers	Completion Rate	Success	Success Rate
PFPB	2436															
	26364		5	0	0	0	0	0	0	0	0	5	5	100.00%	5	100.00%
	TOTAL PFPB	2436	5	0	0	0	0	0	0	0	0	5	5	100.00%	5	100.00%
PFPB	2445															
	27535		1	7	1	0	0	0	0	0	0	9	9	100.00%	9	100.00%
	TOTAL PFPB	2445	1	7	1	0	0	0	0	0	0	9	9	100.00%	9	100.00%
	TOTAL PFPB		19	24	8	0	1	0	0	0	1	53	52	98.11%	51	96.23%
<b>PHIL</b>																
PHIL	1301															
	12045		37	3	0	0	0	0	0	0	0	40	40	100.00%	40	100.00%
	20646		35	2	0	0	2	0	0	0	0	39	39	100.00%	37	94.87%
	20659		14	12	11	0	0	0	0	0	3	40	37	92.50%	37	92.50%
	22236		39	1	0	0	0	0	0	0	0	40	40	100.00%	40	100.00%
	27376		13	14	7	0	2	0	0	0	3	39	36	92.31%	34	87.18%
	TOTAL PHIL	1301	138	32	18	0	4	0	0	0	6	198	192	96.97%	188	94.95%
PHIL	2306															
	20670		36	3	0	0	0	0	0	0	0	39	39	100.00%	39	100.00%
	20683		16	8	8	1	2	0	0	0	5	40	35	87.50%	32	80.00%
	24162		36	2	1	0	1	0	0	0	0	40	40	100.00%	39	97.50%
	26238		27	10	2	0	0	0	0	0	1	40	39	97.50%	39	97.50%
	TOTAL PHIL	2306	115	23	11	1	3	0	0	0	6	159	153	96.23%	149	93.71%
	TOTAL PHIL		253	55	29	1	7	0	0	0	12	357	345	96.64%	337	94.40%
<b>PHYS</b>																
PHYS	1305															
	10660		13	7	4	3	0	0	0	0	1	28	27	96.43%	24	85.71%

Institutional Research and Effectiveness Services (IRES)  
 Data Source: ODSP  
 Data Block: Institutional Research (IRES) IRES INTERNAL DBs: Grade Distribution (CBM), Grade Distribution All or FTIC Students\_CBM,DBK  
 Report Name: All Students or FTIC - by CRN\_BND  
 Generated Date: 9/27/2016

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## Fall 2016

Grade Distribution by Course Number  
ALL STUDENTS Final SPC Fall 2016

RUBRIC	COURSE NO	A	B	C	D	F	IP	I	P	W	Total Enrollment	Completers	Completion Rate	Success	Success Rate
MUSI	2116	5	3	3	0	0	0	0	0	0	11	11	100.00%	11	100.00%
MUSI	2311	6	3	2	0	0	0	0	0	0	11	11	100.00%	11	100.00%
<b>TOTAL MUSI</b>		<b>172</b>	<b>67</b>	<b>39</b>	<b>4</b>	<b>24</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>314</b>	<b>306</b>	<b>97.45%</b>	<b>278</b>	<b>88.54%</b>
<b>OPTS</b>															
OPTS	1219	5	3	3	0	0	0	0	0	0	11	11	100.00%	11	100.00%
OPTS	1311	3	5	2	1	0	0	0	0	0	11	11	100.00%	10	90.91%
OPTS	2441	2	9	0	0	0	0	0	0	0	11	11	100.00%	11	100.00%
<b>TOTAL OPTS</b>		<b>10</b>	<b>17</b>	<b>5</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>33</b>	<b>33</b>	<b>100.00%</b>	<b>32</b>	<b>96.97%</b>
<b>OTHA</b>															
OTHA	1211	25	1	0	0	0	0	0	0	0	26	26	100.00%	26	100.00%
OTHA	1305	25	1	0	0	0	0	0	0	0	26	26	100.00%	26	100.00%
OTHA	1315	24	2	0	0	0	0	0	0	0	26	26	100.00%	26	100.00%
OTHA	1361	17	7	0	1	0	0	0	0	1	26	25	96.15%	24	92.31%
OTHA	1409	23	3	0	0	0	0	0	0	0	26	26	100.00%	26	100.00%
OTHA	2209	19	5	1	0	0	0	0	0	1	26	25	96.15%	25	96.15%
OTHA	2335	23	2	0	0	0	0	0	0	1	26	25	96.15%	25	96.15%
<b>TOTAL OTHA</b>		<b>156</b>	<b>21</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>182</b>	<b>179</b>	<b>98.35%</b>	<b>178</b>	<b>97.80%</b>
<b>PFPB</b>															
PFPB	1413	17	7	1	0	1	0	0	0	0	26	26	100.00%	25	96.15%
PFPB	2409	15	5	1	0	1	0	0	0	0	22	22	100.00%	21	95.45%
<b>TOTAL PFPB</b>		<b>32</b>	<b>12</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>48</b>	<b>48</b>	<b>100.00%</b>	<b>46</b>	<b>95.83%</b>
<b>PHIL</b>															
PHIL	1301	48	24	11	3	4	0	0	0	5	95	90	94.74%	83	87.37%
PHIL	1304	21	9	3	0	2	0	0	0	3	38	35	92.11%	33	86.84%
PHIL	2303	26	5	1	0	0	0	0	0	0	32	32	100.00%	32	100.00%

Institutional Research and Effectiveness Services (IRES)  
 Data Source: OOSP  
 Data Block: Institutional Research (RES) IRES INTERNAL DBs Grade Distribution - Primary Instructor\_(CBM) Grade Distribution Primary - All or FTIC Students\_(CBM)\_DBK  
 Report Name: All Students or FTIC - by COURSE\_NO\_BND  
 Generated Date: 5/9/2017

## Spring 2017

ALL STUDENTS Grade Distribution by CRN  
Final SPC Spring 2017

RUBRIC	COURSE_NO	CRN	A	B	C	D	F	IP	I	P	W	Total Enrollment	Completers	Completion Rate	Success	Success Rate
PFPB	1450															
	TOTAL PFPB	1450	18	9	0	0	0	0	0	0	1	28	27	96.43%	27	96.43%
PFPB	2445															
	27535		14	0	0	0	0	0	0	0	0	14	14	100.00%	14	100.00%
	28869		4	2	3	0	1	0	0	0	0	10	10	100.00%	9	90.00%
	TOTAL PFPB	2445	18	2	3	0	1	0	0	0	0	24	24	100.00%	23	95.83%
	TOTAL PFPB		36	11	3	0	1	0	0	0	1	52	51	98.08%	50	96.15%
<b>PHIL</b>																
PHIL	1301															
	12045		38	2	0	0	0	0	0	0	0	40	40	100.00%	40	100.00%
	20646		39	1	0	0	0	0	0	0	0	40	40	100.00%	40	100.00%
	20659		13	9	7	1	1	0	0	0	5	36	31	86.11%	29	80.56%
	22236		8	5	0	0	1	0	0	0	2	16	14	87.50%	13	81.25%
	27376		15	12	6	3	0	0	0	0	0	36	36	100.00%	33	91.67%
	TOTAL PHIL	1301	113	29	13	4	2	0	0	0	7	168	161	95.83%	155	92.26%
PHIL	2303															
	28711		16	7	2	1	0	0	0	0	3	29	26	89.66%	25	86.21%
	TOTAL PHIL	2303	16	7	2	1	0	0	0	0	3	29	26	89.66%	25	86.21%
PHIL	2306															
	12053		19	11	4	1	0	0	0	0	3	38	35	92.11%	34	89.47%
	12057		4	1	1	0	0	0	0	0	0	6	6	100.00%	6	100.00%
	20670		35	3	1	0	1	0	0	0	0	40	40	100.00%	39	97.50%
	20683		14	15	8	1	1	0	0	0	1	40	39	97.50%	37	92.50%
	24162		35	2	1	0	2	0	0	0	0	40	40	100.00%	38	95.00%
	26137		32	1	2	0	4	0	0	0	0	39	39	100.00%	35	89.74%
	29676		23	9	1	0	3	0	0	0	1	37	36	97.30%	33	89.19%

Institutional Research and Effectiveness Services (IRES)  
 Data Source: ODS  
 Data Block: Institutional Research (IRES) IRES INTERNAL DBs: Grade Distribution - Primary Instructors\_(CBM) Grade Distribution Primary - All or FTIC Students\_(CBM)\_DBK  
 Report Name: All Students or FTIC - by CRN\_BND  
 Generated Date: 10/10/2017

3. Technical and/or Work Force Tables [*Not applicable*]

4. **All Units** - You may use the data from your Operational Unit and Assessment Planning.

a. What did you learn from evaluating your key performance indicators and enrollment trends?

The Philosophy DAR report revealed that in Spring 2017 Philosophy courses met its target of increasing course completion and course success. In addition, no Philosophy course is on the high-risk list.

b. SWOT Analysis

According to the results in the SWOT analysis Philosophy must address faculty turn-over and stability. Strong Instructional Units are built on a qualified, stable faculty.

c. What key interventions or improvements did you make, or will you make based on what you learned in the evaluation of the results?

The key intervention was the successful search for a third full-time, permanent member of the faculty, **Charlie Langston**, who is qualified and has overlapping experience on which to build an IU with a clear mission.

## CATEGORY IV: FACULTY

### A. Qualifications

1. The **Faculty Qualifications Roster**. Included below are all faculty who taught one or more classes during any term of the 2017-2018 academic year, and any newly hired faculty for spring 2018.

F = Full-time P = Part-time D = Developmental UN = Undergraduate Nontransferable UT = Undergraduate Transferable G = Graduate			
Name	Courses	Qualifying Degree	Notes
<b>Ferguson, Lester (P)</b>	<ul style="list-style-type: none"> <li>• PHIL 2306 - 3(UT) Introduction to Ethics</li> <li>• PHIL 1301 - 3(UT) Introduction to Philosophy</li> </ul>	University of Dayton Dayton, Ohio MA Philosophy	
<b>Fuller, Matthew (F)</b>	<ul style="list-style-type: none"> <li>• PHIL 1301 - 3(UT) Introduction to Philosophy</li> <li>• PHIL 1304 - 3(UT) Introduction World Religions</li> <li>• PHIL 2303 - 3(UT) Introduction to Logic</li> <li>• PHIL 2306 - 3(UT) Introduction to Ethics</li> </ul>	American University Washington, DC MA Ethics, Peace and Global Affairs	Distance Learning Certified by SPC  Master Teacher Certified by SPC
<b>Hill, Andrew (F)</b>	<ul style="list-style-type: none"> <li>• PHIL 1301 - 3(UT) Introduction to Philosophy</li> <li>• PHIL 1304 - 3(UT) Introduction World Religions</li> <li>• PHIL 2303 - 3(UT) Introduction to Logic</li> <li>• PHIL 2306 - 3(UT) Introduction to Ethics</li> </ul>	University of St. Thomas Houston, Texas MA Philosophy  Loyola University New Orleans, Louisiana JD Jurisprudence	Distance Learning Certified by SPC  Master Teacher Certified by SPC
<b>Langston, Charlie (F)</b>	<ul style="list-style-type: none"> <li>• PHIL 2306 - 3(UT) Introduction to Ethics</li> <li>• PHIL 1301 - 3(UT) Introduction to Philosophy</li> </ul>	Texas Tech University Lubbock, Texas MA Philosophy	UTSA San Antonio, Texas MA Psychology

2. State the minimum SACS faculty qualifications (qualifying degree) to teach in this program. Do all faculty meet these qualifications? Name faculty who do not meet minimum qualifications and provide justification.

The minimum SACS qualifications to teach Philosophy is a Master of Arts degree in Philosophy or a Master of Arts degree in another field, but with 18 graduate hours in Philosophy. Each instructor in the Philosophy IU meets or exceeds the minimum requirements.

3. For the semesters indicated, complete the table below based on sections taught. Provide additional information as appropriate. Are the percentages reflected there appropriate for this IU?

Semester	Sections Taught as Full-Time Faculty Loads	Sections Taught as Overloads	Sections Taught by Adjunct Faculty	Total Sections in This Semester
Fall 2017	4 (1=4)	5 (Chair=2; 1=3)	5	14
Spring 2018	9 (1=4; 1=5)	3 (Chair=2; 1=1)	2	14
<b>Totals</b>	13	8	7	24

The Fall 2017 semester experienced an anomalous swing, as one of the two full-time faculty members, **Matthew Fuller**, was named the Interim Chair of the Social and Behavioral Science Department. This was temporarily addressed with an increase in overloads and adjunct classes, and corrected with an additional hire for spring 2018.

## B. Development

1. The faculty of the Philosophy IU are not mandated by the state, professional organization(s) and/or accrediting organization(s) to maintain continuing education credits and professional licensing. However, it is an active, engaged faculty.
2. Below are listed selected academic presentations that faculty members in the Philosophy IU have delivered in the current and previous 2 academic years to enhance and improve their teaching abilities and share their expertise with their professional colleagues.

<b>Name &amp; Date</b>	<b>Conference or Presentation</b>	<b>Organization</b>	<b>Location</b>
Andrew Hill June 04, 2016	The Southwest Fulbright Symposium	The Fulbright Association	San Antonio, Texas
Matthew Fuller June 14, 2016	“Boundaries and Borders in an Evolving World Order: Challenges and Prospects.” <sup>1</sup>	International Studies Association	Thessaloniki, Greece
Matthew Fuller February 22, 2017	ISA's 58th Annual Convention	International Studies Association	Baltimore, Maryland
Andrew Hill September 28, 2017	The 2017 Advanced Seminar in International Humanitarian Law for University Lecturers and Researchers	The International Committee of the Red Cross and the Geneva Academy of International Humanitarian Law and Human Rights	Geneva, Switzerland
Andrew Hill October 11, 2017	"Martin Luther - The 500 Year Commemoration of the Reformation"	Joint Base San Antonio Fort Sam Houston	San Antonio, Texas
Matthew Fuller October 30, 2017	“The History of Vampire Lore”	Dean’s Faculty Colloquia St. Philip’s College	San Antonio, Texas
Matthew Fuller & Andrew Hill March 01, 2018	The Twenty-Seventh Annual Conference <sup>2</sup>	The Association for Practical & Professional Ethics	Chicago, Illinois
Andrew Hill March 27, 2018 March 28, 2018	“How I Have Integrated Online Videos into My Classes,” for the Master Teacher Program	Instructional Innovation Center, St. Philip’s College	San Antonio, Texas
Matthew Fuller & Andrew Hill April 05, 2018	2018 Western Social Science Association Conference	The Western Social Science Association	San Antonio, Texas
Andrew Hill May 29, 2018	40th annual International Conference on Teaching and Leadership Excellence	National Institute for Staff and Organizational Development	Austin, Texas
Matthew Fuller July 25, 2018	FLACSO-ISA Quito 2018 Conference	International Studies Association	Quito, Ecuador

Adjunct faculty members are also welcomed and invited to submit proposals for academic presentations to professional organizations and conferences, as individuals or part of a team.

Faculty members in the Philosophy Instructional Unit are also current or former members of the following professional associations:

- American Association of University Professors
- American Philosophical Association
- American Society of International Law
- Association for Practical & Professional Ethics
- Canon Law Society of Great Britain & Ireland
- European Society of International Law
- International Bar Association
- International Law Association - Irish Branch
- International Studies Association

#### C. Evaluation

1. All faculty evaluated in accordance with [Board policy D.7.1](#) and [Board procedure D.7.1.1](#)?

## **CATEGORY V: FACILITIES, EQUIPMENT, AND SUPPLIES**

- A. Provide, in narrative form, an overall assessment of your program's facilities, equipment, and supplies. This may include classrooms, laboratories, offices, and other space; equipment, consumable lab supplies, hardware and software, maintenance and tech support, and/or health and safety issues. Describe any notable deficiencies and/or areas that need attention.

The Philosophy faculty utilizes classrooms in the Sutton Learning Center on a regular basis. Because the building was renovated and re-opened on February 7, 2014, the classrooms are modern, comfortable, and supplied with new desks. The classrooms are also completely equipped with LCD projectors, drop-from-the-ceiling screens, and computer systems that provide for presenting directly from the internet, saved PowerPoint presentations, or even DVD movie clips.

The Philosophy faculty also conduct classes at JBSA-Fort Sam Houston, JBSA-Lackland and JBSA-Randolph, and the provided facilities and professional support have generally been quite good.

- B. In summary, are the facilities, equipment, supplies, and services utilized by the program adequate for fulfilling your mission?

Yes, the Philosophy faculty members have telephones, mailboxes and computer workstations in their offices, are provided iPads upon request, and have convenient access to color printers, and a large, staple-capable copier in a shared workroom. The part-time, adjunct instructors have access to workstations in the Adjunct office and have access to the shared workroom for copying and instructional items.

The Philosophy faculty also have access to a large, modern library, and the professional services of a team of well-trained librarians.

It is also worth noting that in our building the Philosophy faculty also have convenient access to both a well-equipped kitchen and exercise facility.

## CATEGORY VI: SUMMARY OF FINDINGS

1. Using the information gathered in Categories I, II, III, IV, and V, draw conclusions as to how your program is doing. Note any strong points, as well as those areas that need improvement.

After a period of instability in the faculty, the Philosophy IU is now well positioned to make a major contribution to the Social and Behavioral Sciences Department, St. Philip's College, and the city of San Antonio. With three well credentialed and experienced instructors (**Fuller, Hill, and Langston**), the discipline is poised to expand the scope of offerings online and face-to-face.

The strength of the IU is the balance of backgrounds and the inter-related international experience of the full-time faculty members.

**Matthew Fuller** (Philosophy) holds an undergraduate degree in International Relations from the College of William and Mary, and a graduate degree in Ethics, Peace and Global Affairs from American University. He spent over a year in residence at the Corrymeela Peace and Reconciliation Centre (Northern Ireland) as a Programme Assistant. In this role, he assisted with the administrative and operational aspects of the Centre, educated groups about conflict, and mediated between groups to find common ground across sectarian divides. During this time, he also earned his Certificate in Mediation from Peaceworks, a London based mediation organization. In 2013, he went to Durban, South Africa and spent four months making a short documentary for the Democracy Development Programme. He teaches Philosophy and Ethics at St. Philip's College, and was a leader for the 2015 Ireland Study Abroad program that traveled to the Corrymeela Ballycastle Centre in Northern Ireland.

**Andrew Hill** (Philosophy) earned a bachelor of arts degree in English and Philosophy from St. Mary's University, and a master of arts degree in Philosophy from the University of St. Thomas (Texas). He earned the Doctor of Jurisprudence degree from the Loyola University School of Law in New Orleans. He served as an international volunteer in Mexico, Costa Rica, and the United Kingdom, and has traveled extensively in Europe, South America, North America, and Australia. Hill studied abroad at Cardiff University (Wales), the National University of Ireland, Galway (Republic of Ireland); Trinity College Dublin (Northern Ireland) and participated in the Trinity study abroad experience to The Hague (Netherlands). As part of his studies, he spent a year in residence at the Corrymeela Peace and Reconciliation Centre (Northern Ireland) as a Project Administrator. In this role, he shepherded groups and special projects for the Centre. Hill has worked for Alamo Colleges District since 2011, and served on the Education Abroad Committee for the Alamo Colleges District. He has previously served on the International Education Committee and the Peace and Conflict Studies Committee of Northwest Vista College (2011–2013). He was a leader for the 2015 Ireland Study Abroad program that traveled to the Corrymeela Ballycastle Centre in Northern Ireland.

Based upon their shared history with the Corrymeela Ballycastle Centre in Northern Ireland, Fuller and Hill worked together to design and implement the 2015 Study Abroad Program to Northern Ireland, which took our students to the Corrymeela Centre. Then, in a related effort, they led the teams that wrote two (2) successful Fulbright Scholar-in-Residence proposals to bring internationally recognized scholars from the Corrymeela Centre to teach at St. Philip's College. The first proposal brought Dr. Richard Naylor, and his wife Yvonne Naylor, from Corrymeela to San Antonio for the spring 2016 semester. The second proposal will bring Dr. Derick Wilson, and his wife Dot Wilson, from Corrymeela to San Antonio for the entire academic year of 2018-2019. These two successful grants have been at the heart of the Philosophy IU plans to grow and develop their academic impact on the students, the College, and the larger San Antonio community.

However, the single most significant change in the Philosophy IU over the last three years was the hiring of a third full-time faculty member.

**Charlie Langston** (Philosophy) earned an undergraduate degree in Psychology and Sociology from West Texas A&M University, and a graduate degree in Psychology from the University of Texas at San Antonio, as well as his Master of Arts degree in Philosophy from Texas Tech University. His research interests are interdisciplinary, often exploring the Philosophy of Mind, cognitive neuroscience, or the psychology of ethics. For example, while studying at UTSA, he contributed to a series of social psychology experiments measuring the effects of ostracism on perceptions of moral hypocrisy. In addition to his academic qualifications, he served in the United States Army as a Signals Intelligence Analyst, a position which required him to have Top Secret (TS) and Sensitive Compartmented Information (SCI) clearance to handle sensitive information.

2. Does your Unit Plan include strategies for capitalizing on strengths and improving in the weakest areas? Please list those strategies here.

Our previous weakness had been tied to faculty turnover, and as we rebuilt, the department was limited in size and scope. For example, three years ago we were only offering two courses - Introduction to Philosophy (PHIL 1301) and Ethics (PHIL 2306) - and had only one instructor qualified to teach online. We are now offering four courses, and at the end of this semester, we will have three full-time instructors who are qualified to teach online. We are also now poised to again expand our course offerings, and to serve our students' needs with a range of formats (e.g. online), locations (e.g. Joint Base San Antonio locations), times (e.g. night classes and FLEX classes), and co-curricular activities (e.g. the Ethics Bowl Team).

With the recent addition of **Charlie Langston**, the Philosophy IU addresses the need for breadth, as his interests and expertise (Philosophy of Mind) helps to round out and complement the existing strengths of the other members of the Philosophy IU. **Matthew Fuller**'s expertise in international relations and global affairs informs his teaching of the World Religions course (PHIL 1304), and **Andrew Hill**'s background in philosophy of law and jurisprudence informs his teaching of the Ethics course (PHIL 2306). While all three are necessarily generalists and capable of teaching across the Instructional Unit's offerings, it is also helpful to have a faculty with balanced backgrounds and strengths.

## Goals and Objectives

### 1. Short Term Goals (1 – 5 Years)

It is our hope to build upon not only the foundation of our strong international student body and existing study abroad programs, but also upon the new partnership with St. Mary's University and the Corrymeela Ballycastle Centre. Having a focus on peace and conflict studies can give us a strong central theme at the core of our internationalization efforts campus wide and having partners with expertise and resources can help us provide quality education and value for dollars invested. We believe that having another Scholar-in-Residence for an entire academic year (**Dr. Derick Wilson** for AY 2018-2019) will deepen the strengthen the institutional relationships between St. Philip's College and the Corrymeela Ballycastle Centre, and in turn, be a catalyst for the internationalization of our campus.

Thus, our short term goals are:

#### A) To build upon our experience with our colleagues from Northern Ireland:

During the summer of 2015, we conducted a successful three-week study abroad trip to the Corrymeela Ballycastle Centre in Northern Ireland. This trip allowed us to work through the three standard "core courses" with the added layer of field experience and the expert advice of Dr. Richard Naylor, and his wife Yvonne Naylor, both of whom are members of the Corrymeela Community and have been professional peace practitioners at the Centre for forty years. During the spring of 2016, **Richard and Yvonne Naylor** joined us in San Antonio as the Fulbright Scholars-in-Residence, where they acted as advisors and co-instructors in the same three undergraduate classes that we are offering during the 2015 study abroad program in Northern Ireland. However, in addition to those teaching responsibilities, they also met with and advised the faculty, and were directly involved in extensive community outreach. Now we need to prepare for the arrival of **Dr. Wilson** and his wife, Dot, who move to San Antonio in August 2018.

#### B) To expand our capacity, and in turn our reach and impact internationally:

With the opportunity to expand our faculty, our course offerings, and our co-curricular activities, we have marshalled the experience and resources we need to have a truly significant impact on the lives of our students, the College as a whole, and our greater San Antonio community. Our success with small grants from the United States Institute for Peace, and the successively larger grants from the Fulbright Scholar-in-Residence program, have given us a proven record of experience that we can now build upon to pursue very large grants from, for example, the National Endowment for the Humanities. In the near future, it is our hope to submit grants to the NEH, and the NEA, to support and extend the educational goals and aspirations of the Philosophy IU. The initial plans include the organization of a week-long summer institute for undergraduate students who would like to study philosophy. We also hope to continue investing in the faculty members of the Philosophy IU, and find new ways to support their professional development and continuing education.

## 2. Long Term Goals (5+ Years)

Our long term goal is simple – the creation of a truly internationalized campus. However, without strategy, there is only drift.

Using “Internationalization in Action” (IIA) as a guide, we hope to develop a four-part, long term strategy to internationalize our campus. IIA is a series by the American Council on Education’s Center for Internationalization and Global Engagement, which presents a sequence of “effective approaches to engaging faculty in the process of internationalization.” It is our hope to comprehensively transform the College by transforming the faculty. In the IIA approach, there are 4 “levels” of the curriculum that require attention in order to create a comprehensively internationalized student learning experience: individual courses, academic program components (majors, minors, and certificates), degree programs, and disciplines as a whole.

<i>Internationalization in Action</i>	<i>Focus</i>	<i>Released</i>
<i>Internationalizing the Curriculum Part 1</i>	<i>Individual Courses</i>	<i>December 2013</i>
<i>Internationalizing the Curriculum Part 2</i>	<i>Academic Program Components (majors, minors and certificates)</i>	<i>January 2014</i>
<i>Internationalizing the Curriculum Part 3</i>	<i>Degree Programs (including institution-wide student learning outcomes)</i>	<i>March 2014</i>
<i>Internationalizing the Curriculum Part 4</i>	<i>Disciplines</i>	<i>June 2014</i>

By creating a lasting partnership with our sister schools in the Alamo Colleges, our local partner St. Mary’s University, and our international partner in the Corrymeela Ballycastle Centre, we can create an institutional exchange structure that moves individual faculty members through all four stages of the IIA model.

However, for this theoretical model to work, we need to provide powerful international experiences for our students and faculty, and we need to have the benefits of long-term interactions with non-U.S. scholars. A Fulbright Scholar-in-Residence who could advise our faculty both in country at the Centre in Northern Ireland, and then with those same classes back on our campus, could be the catalyst to truly internationalizing those individual courses, and in turn the academic program components – ideally, even the degree programs and the disciplines as a whole will be influenced by the knock-on effects of the grant.

3. Should this program continue to exist in its present form? Why or why not? If not, provide suggestions for change.

Yes, the program should continue to exist in its present form. Philosophy courses are an integral part of the undergraduate academic experience, and the objectives and proposed student learning outcomes help to foster critical thinking and interpersonal skills. These skills are extraordinarily valuable in the workplace and are essential for continued personal and professional growth and development.

# APPENDICES

## I. Appendix A - DAR

## St. Philip's College

### Detailed Assessment Report

As of: 3/05/2018 11:21 AM CDT

### 2017-2018 A&S AC Social and Behavioral Sciences DEPT

#### Mission / Purpose

Department Purpose Statement: The Social and Behavioral Sciences Department offers courses that encourage critical thinking about the behavioral patterns and social issues of our modern world. Our goal is to provide leadership experiences and opportunities for our students, and exposure to relevant campus, district, and community activities, within a quality educational environment. Positive values and ethical decision-making processes are strongly promoted through our academically and culturally enriched environment. We have designed programs which encourage and challenge the student to excel in critical thought and theoretical applications to "real world" experiences.

#### Program Outcomes (non-student learnings, with Any Associations and Related Measures, Targets, Findings, and Action Plans

##### **P 1:Course Completion Rate**

Increase course completion rate.

##### Relevant Associations:

##### **Current Standard Sets Associations:**

1 EDUCATIONAL PROGRAM OUTCOMES

2 Productive Grades

##### **Institutional Priority Associations:**

1.3 Graduation, Persistence, Productive Grade Rate Improvement

2.3 Student Engagement

##### Related Measures:

##### **M 1:Course Completion Rate**

Increase course completion rate.

Source of Evidence: Existing data

##### **Target:**

Increase course completion rate by 1% by August 31, 2019.

##### **Findings (2017-2018) - Target: Not Reported This Cycle**

Data not available.

**P 2:Productive Grade Rate (PGR)**

Increase productive grade rate.

**Relevant Associations:****Current Standard Sets Associations:****1 EDUCATIONAL PROGRAM OUTCOMES**

3 Course Completion

**Institutional Priority Associations:**

1.3 Graduation, Persistence, Productive Grade Rate Improvement

**Related Measures:****M 2:Productive Grade Rate (PGR)**

Increase productive grade rate.

Source of Evidence: Existing data

**Target:**

Increase productive grade rate by 1% by August 31, 2019.

**Findings (2017-2018) - Target: Not Reported This Cycle**

Data not available.

**P 3:High Risk Courses**

High risk courses.

**Relevant Associations:****Current Standard Sets Associations:****1 EDUCATIONAL PROGRAM OUTCOMES**

5 High Risk Courses

**Institutional Priority Associations:**

1.3 Graduation, Persistence, Productive Grade Rate Improvement

2.3 Student Engagement

**Related Measures:****M 3:High Risk Courses**

Maintain the number of courses defined as high risk at zero courses.

Source of Evidence: Existing data

**Target:**

Maintain high risk courses at zero by August 31, 2019.

**Findings (2017-2018) - Target: Not Reported This Cycle**

Data not available.

**OUAP Analysis Questions and Analysis Answers**

**Environmental Scan: What key environmental scan data did you review from the current assessment**

**cycle? (e.g. Action Plans, KPIs, Student Learning Outcomes, etc.)**

IRES data, student surveys, student learning outcomes, PSRI, institutional research in other forms

**SWOT Analysis: What did your environmental scan show regarding strengths, weaknesses, opportunities for improvement, and threats/challenges?**

Strengths: We have only two courses that were considered high risk courses. Weaknesses: We are having trouble recruiting and hiring faculty for government. Opportunities for Improvement: We can increase our PGR in many classes including government, economics, and psychology. Threats/Challenges: Office space for new faculty; adequate staffing for increased enrollment created by dual credit enrollees

**Achievements: What key achievements (recognitions, awards, highlights) did your unit obtain during the current assessment cycle?**

The Social and Behavioral Sciences Department has contributed greatly to the Alamo Pathways project. Jason Fabianke has served as the Institute Lead for Creative and Communication Arts, with discipline leads and faculty Chris Grayson (sociology), Nathan Oelke (economics), Shirley Bass-Wright (psychology), John James (criminal justice), Mike Dillard (government), Kelli Rolland-Adkins (social work), Cynthia Cortez (history), Andy Hill (philosophy), and others contributing to the emerging advising guides. One Social and Behavioral Sciences faculty applied for promotion: Lydia Ortega (economics). Assistant Professor Andy Hill (philosophy) and Instructor Matt Fuller (philosophy) sponsored a Philosophy Club that met on Mondays in the SLC conference room. Professor Allen Hamilton (history) continues to speak to Road Scholars groups. As he says, he is "keeping the St. Philip's brand out there." In the spring edition of the Road Scholar International Catalog, Allen Hamilton will be featured as the "most outstanding speaker in the United States." Dr. Gregory Hudspeth (government) was selected to serve on the San Antonio Branch of the NAACP Board of Directors. Dr. Hudspeth also works with Any Baby Can, a local organization committed to serving families with children and youth facing serious health or developmental challenges. A paper written by Cynthia Cortez (history; humanities) will be published in the book *The Handbook of Quantum Storytelling Consulting* by Dr. David Boje. It was released February 2017 by Emerald Group Publishing. Her chapter is called "Testimonios: Conduits for Communication and Preparation." Allen Hamilton (history) was a judge for the Battle of Flowers Oratory Contest in February.

**Results/Outcomes: What key results did your unit obtain during the current assessment cycle?**

Data will be uploaded as soon as it is available.

**Improvements: What interventions or improvements did you make based on what you learned in the evaluation of the results?**

An improvement plan will be created once the data is analyzed.

## II. Appendix B - Course Syllabi

## III. Appendix C – Faculty Qualifications Roster

2. The **Faculty Qualifications Roster**. Included below are all faculty who taught one or more classes during any term of the 2017-2018 academic year, and any newly hired faculty for spring 2018.

F = Full-time P = Part-time D = Developmental UN = Undergraduate Nontransferable UT = Undergraduate Transferable G = Graduate			
Name	Courses	Qualifying Degree	Notes
<b>Ferguson, Lester (P)</b>	<ul style="list-style-type: none"> <li>• PHIL 2306 - 3(UT) Introduction to Ethics</li> <li>• PHIL 1301 - 3(UT) Introduction to Philosophy</li> </ul>	University of Dayton Dayton, Ohio MA Philosophy	
<b>Fuller, Matthew (F)</b>	<ul style="list-style-type: none"> <li>• PHIL 1301 - 3(UT) Introduction to Philosophy</li> <li>• PHIL 1304 - 3(UT) Introduction World Religions</li> <li>• PHIL 2303 - 3(UT) Introduction to Logic</li> <li>• PHIL 2306 - 3(UT) Introduction to Ethics</li> </ul>	American University Washington, DC MA Ethics, Peace and Global Affairs	Distance Learning Certified by SPC  Master Teacher Certified by SPC
<b>Hill, Andrew (F)</b>	<ul style="list-style-type: none"> <li>• PHIL 1301 - 3(UT) Introduction to Philosophy</li> <li>• PHIL 1304 - 3(UT) Introduction World Religions</li> <li>• PHIL 2303 - 3(UT) Introduction to Logic</li> <li>• PHIL 2306 - 3(UT) Introduction to Ethics</li> </ul>	University of St. Thomas Houston, Texas MA Philosophy  Loyola University New Orleans, Louisiana JD Jurisprudence	Distance Learning Certified by SPC  Master Teacher Certified by SPC
<b>Langston, Charlie (F)</b>	<ul style="list-style-type: none"> <li>• PHIL 2306 - 3(UT) Introduction to Ethics</li> <li>• PHIL 1301 - 3(UT) Introduction to Philosophy</li> </ul>	Texas Tech University Lubbock, Texas MA Philosophy	UTSA San Antonio, Texas MA Psychology

*Appendix C*

**Syllabi Posted in Concourse Letter**

All Philosophy courses – PHIL....., PHIL....., are posted in Concourse.

Verified by \_\_\_\_\_  
Matthew Fuller, Chairperson, Social and Behavioral Sciences  
February 2018

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<sup>1</sup> “Post-Crisis Confidence in the Peace Process in Contemporary Northern Ireland”

**Matthew Fuller**, St. Philip's College, and Christopher Kyrou, Center for International Relations  
The Annual Conference of the International Studies Association, June 14, 2016  
American College of Thessaloniki, in Thessaloniki, Greece

From June 13 to 15, 2016, CISS-ISA hosted its annual conference in Thessaloniki, Greece. The theme was “Boundaries and Borders in an Evolving World Order: Challenges and Prospects.” The Organizing Committee consisted of: Stephen Rosow (SUNY-Oswego), Tina Mavrikos-Adamou (Hofstra) and George Andreopoulos (CUNY-chair). Dan Golebiewski (CUNY) served as the Organizing Committee’s Administrative Assistant. The venue was the American College of Thessaloniki (ACT) which co-sponsored the conference. The entire program of the conference can be found online at:

<https://web.archive.org/web/20180328022758/http://www.isanet.org/Portals/0/Media/Conferences/CISSThessaloniki2016/CISS-ISA%20Thessaloniki%202016%20Conference%20Full%20Program.pdf>

Papers covered such diverse issues as national and social boundaries, migration, securitization of the refugee discourse, identity formation, religion, human security, domestic and international accountability mechanisms, and the role of the media and of civil society organizations.

The conference program covered two and a half days. The conference began on Monday, June 13, with an opening reception at the Municipality of Thessaloniki hosted by the Mayor’s Office. The sessions were held on Tuesday, June 14 and Wednesday, June 15. Each day was composed of four sessions with 3-4 concurrent panels per session. On the evening of June 14, a private tour of the Museum of Byzantine Culture was conducted for conference participants.

ACT provided all the meeting rooms, audiovisual equipment and wireless internet for conference participants. An “information help and check-in desk” was set up to inform and assist participants with any kind of inquiry that might arise during their stay; it was the place where participants signed-in, picked up their badges, and obtained a copy of the conference program.

The conference committee plans to produce a book and/or a special issue of a journal with selected papers from the conference. - George Andreopoulos, ISA-CISS Chair

The International Studies Association

Representing over 100 countries, ISA has more than 6,500 members worldwide and is the most respected and widely known scholarly association in this field. Endeavoring to create communities of scholars dedicated to international studies, ISA is divided into 6 geographic subdivisions of ISA (Regions), 29 thematic groups (Sections) and 4 Caucuses which provide opportunities to exchange ideas and research with local colleagues and within specific subject areas.

<sup>2</sup> The 2018 Annual Conference of the Association for Practical & Professional Ethics

Along with three other professors from St. Philip's College, I took six of our students from the Ethics Bowl Team and our Philosophy Club to the Twenty-Seventh Annual Conference of the Association for Practical & Professional Ethics, which was held at the Palmer House Hotel in Chicago, Illinois, on March 1-4, 2018.

The annual conference is open to Association members and nonmembers and welcomes persons from various disciplines and professions for discussion of common concerns in practical and professional ethics. The conference provides an opportunity to meet practitioners, professionals and scholars who share your interests.

The Association for Practical and Professional Ethics was founded in 1991 to encourage interdisciplinary scholarship and teaching of high quality in practical and professional ethics by educators and practitioners who appreciate the practical-theoretical aspects of their subjects. The Association facilitates communication and joint

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ventures among centers, schools, colleges, business and nonprofit organizations and individuals concerned with the interdisciplinary study and teaching of practical and professional ethics. The Association is also the sponsor of the National Intercollegiate Ethics Bowl held at the Annual Conference, the 10 Regional Intercollegiate Ethics Bowls, the International Two-Year College Ethics Bowl and the National High School Ethics Bowl held under its auspices.