27 March 2015

TO: Russ Shafer-Landau, Chair, Philosophy  
FROM: John Karl Scholz, Dean  
RE: Completion of L&S Review of Philosophy Programs:

- Philosophy (BA, BS)  
- Master of Arts – Philosophy  
- Doctor of Philosophy – Philosophy

On February 17, 2015, the L&S Academic Planning Council considered the materials submitted in fulfillment of the mandated review of the academic programs offered in Philosophy. These materials included the department’s self-study, the review committee report, and comments offered to correct errors of fact in that report.

Before I summarize the council’s discussion, I would like to thank you and everyone else who participated in the review. As you may know, we have streamlined the L&S approach to program review – but it still requires effort and attention to prepare the self-study, to discuss it, and to work with the review committee. Thank you for all the work you and your colleagues did to make the process go smoothly.

In the case of Philosophy, council members and observers were impressed by the changes in the department since the last review. They appreciated and agreed with the characterization that the programs seem to be working well, and that the department climate and operations are working like a “well-oiled machine.” Overall, the council endorsed the review committee’s recommendations.

Importantly, the council agreed with the review committee’s observation that the department must develop and implement a systematic and coherent program for assessing student learning in its programs. We recognize that you have a good deal of excellent work under way; however, much of that work is tightly connected to individual courses. At the undergraduate level, there seems to be little progress in considering what students in your programs learn across the range of courses and curricular requirements, and how they achieve program-wide learning outcomes. Certainly, in a department that offers courses that serve a range of students, programs, and purposes, course-specific assessment is needed; however, every program offered must also have
program-wide learning outcomes, as well as mechanisms for assessing student learning relative to those broad outcomes. (The Provost’s Office provides resources – including a template for an assessment plan, and workshops on articulating learning outcomes – at http://provost.wisc.edu/assessment/.)

We are confident that when Philosophy is next asked to submit annual assessment reports and materials, and to conduct the next program review, the department will have made great progress; indeed, from what we know of the work in progress, the department could well become a leader among humanities departments in this regard. We look forward to seeing this happen.

The L&S Academic Planning Council was pleased to consider this review complete. I join them in thanking you and your colleagues for helping us to better understand the past, present, and future of the academic programs in the Department of Philosophy.

xc:

Marty Gustafson, Assistant Dean for Academic Planning and Assessment, Graduate School
Elaine M. Klein, Assistant Dean for Academic Planning, L&S
Daniel Kleinman, Associate Dean, Graduate School
Jocelyn Milner, Director of Academic Planning and Institutional Research
Susan Zaeske, Associate Dean for the Arts and Humanities, L&S
Review of Philosophy Department Academic Programs

February 11, 2014

I) Overview

The Philosophy Department Review Committee was composed of Laird Boswell (Chair, History), Nicholas Cahill (Art History), Lynn Nyhart (History of Science), and Fernando Tejedo-Herrero (Spanish and Portuguese). Between late October and early December members of the Committee held six meetings with different groups within the Philosophy Department. We met with the Chair, Russ Schafer-Landau, for a 2-hour meeting (October 22), and we also met separately with the leaders of the undergraduate program (Jesse Steinberg and Martha Gibson) and the graduate program (Jesse Steinberg and Laurie Grant). In addition, we met with the three faculty on the Graduate Admissions committee and, in order to get a sense of the Department climate, with all five assistant professors currently in residence. Finally, we met for over one hour with eleven graduate students (from the 1st to the 6th year in residence) and had a lengthy conversation with eight undergraduate majors. The Department Chair, Russ Shafer-Landau, went out of his way to help set up these meetings in short order and provide us with additional materials.

The Philosophy Department is a well-run program that does an excellent job fulfilling its educational mission at the undergraduate and graduate levels. The Committee found no major problems that would require the College's or the Department's immediate attention. We have read the Department's thorough self-study and endorse many of its conclusions. The recommendations in this study are proposed in the spirit of making a strong department even better.

Climate and Structure: Unlike many other larger Departments in the College of Letters and Sciences, Philosophy has no Director of Graduate or Undergraduate Studies and no Faculty Council. Instead, much of the heavy lifting falls on the shoulders of the Chair and of the Chair's Assistant, Jesse Steinberg, a Faculty Associate who oversees the undergraduate and graduate programs. On the undergraduate side they are assisted by Martha Gibson, a Senior Lecturer who also serves as the undergraduate advisor. Graduate advising (Steinberg) along with undergraduate advising are thus carried out by members of the academic staff who both have Philosophy PhDs (and would likely be tenured at comparable institutions). This is a particular strength of the Department because the advisors have an intimate knowledge of the curriculum and the discipline. The only other major department committee is a rotating committee of faculty members who oversee the process of graduate admissions. At first the Review Committee was a bit skeptical of this governance structure, but we came away convinced that this was a system that functioned effectively, with a minimum of bureaucracy, and that served the interests of students and faculty. Our only concern is what will happen when the current Chair steps down at the end of this academic year. Will a less energetic Chair be able to navigate the difficult years ahead that will likely be marked by significant fiscal austerity?
The Committee was impressed by the Department's enterprising leadership and by the excellent climate among faculty, staff, and students. Of course, it is always difficult to measure climate, but in numerous meetings with the Department leadership, some members of the faculty (tenured and tenure-track), and graduate and undergraduate students we found enthusiasm for a department that strives to be open and inclusive; we encountered no indications of major problems. This is a department that has been willing, for example, to address the broader problem of the status of women in Philosophy – an issue that has been very much at the forefront of discussions in higher education. The Chair put together a long and thoughtful report (sent both to Dean John Karl Scholz and to the UW Foundation) on this question in May 2014 where he relied on the testimony of female faculty in the Department to discuss the issue of women in Philosophy at a national level, and to provide an overview of the climate for women in UW-Madison’s Philosophy department. The Department has made important efforts to hire women at the assistant professor level (the faculty gender balance corresponds to the national average in the field) and to admit more female graduate students (most applicants are male). Three years ago the Chair began to use part of his discretionary fund to support a Women in Philosophy group. There is much more to be done, and the Review Committee encourages the Department to pursue its efforts.

II) Undergraduate Program

The Philosophy Department is home to a vibrant undergraduate major that currently enrolls 130-140 majors, a number that reached a peak in 2008 (210 majors) and has declined since then. The major is relatively straightforward to fulfill, consisting of eight courses (at least 27 credits), with classes required in three different areas (Logic, History of Modern Philosophy, and History of Ancient Philosophy), one course required from each of two different categories (A and B, as described in Requirements and Policies), and at least five advanced level classes. This set of requirements is not necessarily a deliberate choice, but was described as a compromise within the faculty. The ability to fulfill these requirements without great difficulty allows over 60% of Philosophy majors to double major in a wide variety of fields. Many of these students are majoring in Philosophy as an additional interest. Only a small number of majors (3 or 4 per year) go on to graduate school in Philosophy. Philosophy courses satisfy many University requirements including Comm B, Quantitative B and Ethics (for the Business School), and attract a substantial number of students who are exploring different experiences at the University. The fact that Philosophy courses satisfy College level requirements or fulfill requirements for other units is likely shielding the Department from the notable downturn in undergraduate enrollments in many Humanities and Social Science departments (Philosophy 241 and 341 both fulfill requirements for the Business School and are among the largest courses in the Department). This semester (Spring 2015), however, Philosophy 101 (Introduction to Philosophy) has circa 90 unfilled seats out of 490; this is a trend that the Department should monitor closely.

Curriculum: The department has preserved a commendable balance between the need to teach non-majors and the desire to lure and teach more specialized courses to majors.
There are no discernable bottlenecks in course requirements that would slow the progress of majors towards graduation. The curriculum includes a number of large lecture courses (100-300 level), which serve both the general student population and help recruit Philosophy majors, and smaller upper-level topics classes aimed primarily at majors (400 and 500-level courses) that emphasize small class sizes. We were impressed by the number of courses that are taught at different levels, with often five or six separate faculty-taught lecture sections of the large (500 students) Introduction to Philosophy (101) and numerous smaller upper-level courses on specialized topics. The diversity of offerings is admirable. The Department has introduced a new class this academic year entitled The Meaning of Life (Philosophy 141 -- 13 students enrolled in Spring 2015) that is designed, over time, to appeal to a broader range of students. Many lower-level courses are regularly taught, as a matter of principle, by full professors rather than by graduate students or lecturers. The Department strives to keep the class sizes relatively small by teaching a number of different versions of the same course each semester, often with the same number but with different foci or emphases. According to one junior faculty member, at the University of California Berkeley, similar courses have higher enrollments and are not taught by professors; the experience of undergraduates at Madison is far superior. The department lists a Capstone Seminar for undergraduates, but it is not required and appears to be rarely taught. Instead, advanced students take three or four 500-level courses with significant research and writing requirements. Although there is an honors program, requiring a two-semester honors thesis, this track is not followed by many majors (currently five or six per year).

**Challenges:** Among the difficulties recognized by both students and faculty are the lack of prerequisites to enter upper level courses. This meant that specialized courses designed for majors could not move as quickly as they would if all the students had the same level of familiarity with the material. Prerequisites, however, would reduce enrollments, and so reduce the number and variety of these upper-level courses. In addition, certain mid-level courses tend to be over-enrolled, and cannot effectively train students for upper-level work. Some students are thus less well prepared for upper level courses than they should be. There is no class specifically aimed at methods and skills, but a number of faculty are interested in developing one.

**Climate:** The undergraduate students and faculty both emphasized the positive atmosphere in the department. There is an obvious rapport between the students and professors, and the eight students we spoke with (admittedly a self-selected group) were quite enthusiastic about their experience in the program. The undergraduate students were encouraged that they could suggest to the professors particular subjects of interest to them, and the department would try to accommodate these interests in future course offerings.

There appears to be a strong sense of community among the most engaged undergraduates. The department has transformed a faculty office into an undergraduate lounge giving students a place to meet, share work and ideas. The undergraduate Philosophy Club constitutes another powerful focus, which adds significantly to the effectiveness of undergraduate learning and commitment. The club’s engagement varies
from year to year depending on the leadership, but currently it is in a strong position. As in other parts of the department, and reflecting national trends, there are many more men than women among Philosophy majors, an imbalance the department is aware of. Tenure-track faculty believe that the growing number of female professors may well foster in-class discussions that are less confrontational, and thus create an atmosphere that is more inclusive for students of all genders.

**Advising:** Martha Gibson, Senior Lecturer, also serves as the undergraduate advisor; Jesse Steinberg, assistant to the Chair, is a key member of the department who has responsibility for many aspects including the timetable. Karen Knipschild is the joint Career Advisor for Philosophy, English, and Comparative Literature. This group seems to do an excellent job keeping students on track. The Department's advising services could be better advertised on their website, however. The career advisor, Knipschild, does not even appear on the Philosophy website. The department should also publicize the advisor's walk-in hours (if any) and calendar. It should be possible, as in many other L&S Departments, for students to schedule an appointment online with the Department's advisors.

**Assessment:** The Philosophy Department has conducted modest efforts at assessment over the past fifteen years. The Department has traditionally monitored the success of its courses and the effectiveness of the instructional staff by having students fill out class evaluations at the end of each semester. The evaluation form was last revised some time ago and might be in need of revision.

Philosophy’s undergraduate assessment strategy since 2001 has been threefold. First, the department has evaluated student learning in three required courses (Logic, Ancient Philosophy, and Modern Philosophy) to measure student mastery of key concepts and skills. Second, the Undergraduate Advisor periodically reviews the transcripts of graduating majors to assess if their course selection has provided them with breadth and depth in the field. Finally, the Department conducts surveys of majors in advanced level courses. It is not clear to the Review Committee when these assessments were last conducted. The Department has not filed an assessment report with the College since 2001 (it has submitted a number of assessment plans) and the Department's otherwise excellent self-study only summarizes the plans that have been outlined over the past decade.

More promising, however, is a pilot assessment project underway headed by Professor Harry Brighouse and Jesse Steinberg and funded by a grant from the College. This assessment exercise, which seeks to measure learning outcomes, focuses on two high enrollment classes that are taught on a regular basis by multiple instructors: Philosophy 101, which caters to first and second year students, and Philosophy 341, which is populated with upper division students and fulfills a requirement for the Business School. The department administered assessment exams in a number of 101 and 341 sections in the Spring 2014, but due to lack of time and staff these exams will only be graded one year later, in the summer of 2015. Depending on the results, this pilot program may lead to more extensive assessment of undergraduate courses in philosophy.
The Department should consider reviving exit surveys of their majors and conducting surveys of their alumni a number of years after graduation. (The department has only informally surveyed the small number of students who go on to graduate school in Philosophy). Additional information on alumni would provide both the Undergraduate Advisor and the Career Advisor more data on what Philosophy majors are doing and how they have been served by the skills they learned in the major. In a period when the number of majors is declining, and when students are increasingly concerned about professionalization, this kind of information would be of significant value in terms of recruiting and retaining students in the major.

Summary of Key Recommendations for the Undergraduate Program:

1. The articulation between lower and mid-level courses and upper division courses needs to be rethought so as to better prepare majors for the more rigorous courses offered at the 500 level.
2. In discussion sections taught by graduate students, the Department should aim to reduce class sizes from 20 to 18; this would improve both undergraduate education and the graduate program.
3. The Department should consider increasing the number of Senior Thesis writers and strengthening the Honors track.
4. Assessment is not a strength of the Department. The current pilot assessment program should be pursued far more energetically. The Department should consider implementing surveys of graduating seniors as well as surveys of alumni on a regular basis.
5. The Philosophy Department's website should provide more information for undergraduate students. The services of the career advisor, Karen Knipschild, who is not currently listed on the website, should be highlighted. The undergraduate advisor's office hours and walk in hours should be listed. And the department should make it possible for students to schedule an appointment online to meet with advisors. Teaching assistants for the current semester should also be listed along with their office hours (listing faculty office hours would not hurt either). The department could also try to engage students via social media.

III) Graduate Program

The Philosophy Department’s graduate program aims at preparing students for an academic career, which it does with remarkable success, given the department’s limited resources. This success is demonstrated by the fact that the department is ranked in the low 20s nationally—a strong ranking but not at the very top—and yet has superlative placement of its PhDs: according to Russ Shafer-Landau, the department’s longtime placement director, in the past dozen years, of the 50 students who have been in the job market for up to 3 years post-PhD, only three have not secured academic tenure-track jobs. This is an outstanding record. (This statistic does not take into account those who
have decided not to search for tenure-track jobs. One external survey indicates that 19% of the department’s recent PhDs between 2000 and 2013 received non-tenure-track jobs.¹)

The academic program that has led to this success rate is set out with admirable clarity and succinctness in the department self-study, and in more detail in the Graduate Handbook. All students are admitted into the Ph.D. program; there is no independent M.A. program (although M.A.s are awarded, and some people leave the program with only an M.A.) Graduate students have to work through six requirements before they reach the dissertator level. These requirements are carefully staged to allow them to be met promptly, and aim at students gaining both breadth and depth of knowledge. Breadth of knowledge within philosophy is acquired through required courses in the history of philosophy, logic, the first-year proseminar (focused on reading, writing, and analytic philosophy), advanced seminars complementary to their main field of interest, and the minor field requirement. Depth is also gained through the seminar requirement, and even more so through the “preliminary examination,” a research paper due in the third year, aimed at demonstrating the student has the abilities and skills to write a dissertation. For the dissertation, students are required to write a prospectus within a year of passing the prelim or by the end of the fourth year, whichever is later. They then typically compose the dissertation over the next two years.

**Time to Degree:** Although the university’s official time-to-degree document (covering fall 2009-spring 2012 and given to us with the department’s self-study) lists 7.7 years as the median time to degree, this number has been falling, as a number of people skewing the data (20 years to degree) finished or left three years ago. Currently only one student is in the seventh year, and no one in the program has been in it longer. The faculty consider six years to be reasonable except in history of philosophy, where the language requirements tend to lengthen time to completion. As the department has just recently hired two new historians of philosophy, it is expected that this area will increase representation in the graduate program, and the overall time to degree might rise as a consequence.

**Funding:** Graduate students are guaranteed funding for five years and generally receive six. Few obtain fellowships or project assistantships; from the beginning, they mostly serve as teaching assistants. Despite the benefits students gain from teaching across different areas of philosophy, the heavy teaching load throughout the better part of their graduate careers represents a heavy burden. TA appointments are generally at the 41% level (four sections of 20). In addition to these TA-based funding packages, graduate students receive $1,000 per semester for their first four semesters if they don’t have a fellowship, $500/year for one conference presentation, and an extra $1,000 to support attending the Eastern APA meeting when they are on the job market. These supplemental monies come from the interest on the department’s single endowment fund. The

Department has no other funds of its own that it could use to create graduate student fellowships.

**Advising and Evaluation:** The graduate advising system plays a key role in keeping students on track, and it has been well honed. It benefits greatly from having a Faculty Associate, Jesse Steinberg, serve as academic advisor to all first-year students. While students get a faculty advisor beginning in their second year, Dr. Steinberg provides continuity by conducting an annual evaluation of graduate students and tracking their progress. Graduate students are evaluated in both their academic coursework and teaching by faculty members. Faculty submit “green sheets” for each graduate student—a paragraph-long evaluation of the student’s performance in seminars, advanced courses, and, after advancing to candidacy, progress on the dissertation by the advisor. The advisor is supposed to review these with the grad student every semester, though there is no strict enforcement of this rule. For students not making satisfactory progress, an Independent Educational Development plan is worked out to try to bring the student back into satisfactory standing. Faculty also evaluate their teaching assistants using “blue sheets,” which are reviewed each semester by the chair and Dr. Steinberg, who decide on appropriate follow-up conversations and other measures to improve teaching. (End-of-semester TA evaluations by students also contribute to judgments about teaching strengths and weaknesses, and affect TA placement in courses.) There is no department-wide evaluation of teaching or academic progress. The evaluation of graduate students’ progress is thus distributed among faculty and academic staff. The absence of an annual department-wide evaluation of students opens up the possibility that students who are not making satisfactory progress may slide under the radar, especially during their crucial second and third years in the program. A more rigorous and systematic evaluation of students during their second or third year in the program should be given serious consideration.

In addition to academic advising, the department has a robust system of professional advising developed by Russ Shafer-Landau, in his capacity as placement director, and Jesse Steinberg. At the very beginning of the graduate student’s career, the expectations for academic progress are laid out, along with an explanation of how the stages are connected to professional standing (e.g. expectations for publication before finishing the Ph.D.). Dr. Steinberg runs about two graduate professional development workshops each semester. For students heading into a job market year, Prof. Shafer-Landau sets an early date by which a CV must be ready, and both he and Jesse vet teaching and research statements; the major professor vets the writing sample. Prof. Shafer-Landau supplies a template for a cover letter and 1-page dissertation précis. Practice job talks and mock interviews happen in early December with a faculty committee, followed by a debriefing, and the possibility of another try if improvement is deemed important. Zero attention is paid to alternative-academic careers.

**Assessment:** While the department does not yet appear to have formal learning outcome assessment data at the graduate level, the entire program is structured around breadth and depth in the main areas of philosophy required in traditional philosophy jobs. Without a formal preliminary examination to test breadth, student quality of work appears to be
measured the traditional way—through grades—and the close advising and monitoring system seems successful as a way of ensuring that graduate students are “on track.” In general, the department takes job placement data as a good proxy for the health of the academic program.

**Program strengths:**

**Faculty and Staff:** The program has a faculty and staff team who are all deeply committed to the program, and this has contributed to a smooth functioning and cooperative working environment among faculty, staff, and graduate students.

**Placement:** “The primary goal of the Ph.D. is preparation for an academic career.” (L&S Program Review, April 15, 2014, p. 1). The graduate Philosophy program has been a very successful program. The placement of students in positions at institutions of higher education is generally high, though in recent years, perhaps due to a national bottleneck, students have accepted post-doc positions. Several students have recently accepted offers at top-rated research universities, such as University of North Carolina – Chapel Hill, Washington State University, and the London School of Economics.

**Climate:** The environment for Ph.D. students is highly supportive. Most faculty are accessible to students and the relatively small size of the graduate program (approximately 45 students) encourages close relationships between mentors and students. There appears to be a high level of collegiality among the doctoral students as well (organizing ad-hoc meetings to present their work, exchange teaching advice, etc.). Overall, students are positive about their relationships with faculty, the quality of their coursework, advising, and research and publication mentoring.

**Program Challenges:**

**Funding:** Low teaching assistant salaries constitute one of the major obstacles facing the Ph.D. program. Most competitors are now offering significantly more to recruit graduate students, even when counting what the Department has been able add to graduate TA stipends using its own resources. The limited funding for project assistants means that the Department of Philosophy must rely primarily on funding students through teaching assistantships. Students in competing programs are not required to teach as much (either in terms of numbers of courses taught or in numbers of students per teaching assignment), which places UW-Madison students at a competitive disadvantage because they have less time to devote to their own research. There is a recognition that it is useful for graduate students to gain some teaching experience before they enter the job market, but too much teaching appears to be detrimental to the goals of the Department. Additionally, it appeared to the committee that some faculty underestimate the financial challenges faced by graduate students. At the meeting with graduate students, the committee learned that when some graduate students mentioned to their advisors/mentors the idea of finding summer jobs in order to make ends meet, they were discouraged from doing so and were encouraged instead to focus on their research.
Teaching load for TAs: While students themselves agreed on the benefits of the teaching assignments (variety and experience that put them ahead when seeking for jobs), they also commented that at times it was burdensome, especially when they are expected to go to the job market with academic publications under their belt (1-2 journal articles). Faculty and students commented on the heavy teaching load and the difficulty in balancing out their responsibilities with publication demands.

- The heavy teaching load along with low TA salaries are also affecting recruitment. The faculty members interviewed were satisfied with the quality of incoming students, but they also acknowledged that consistently many of the best applicants accepted offers at competing institutions.
- Finally, the Department Chair mentioned that in some cases the amount of teaching has influenced time-to-degree statistics.

Size of seminars: The Department runs an informal poll to explore students’ interest in topics for upcoming seminars. Depending on the number of students interested, some seminar topics are rarely taught due to expected low enrollment.

Even though graduate students reported that they felt well informed about resources and funding opportunities outside the Department, many were unaware of the Graduate School resources, such as Vilas travel grants, summer Mellon funding, and professional development services and information.

The department has not fostered a discussion about non-tenure-track career possibilities for philosophy graduate students. As long as the placement rate is as high as it is, this is probably okay, but those who don’t end up seeking out traditional academic jobs appear to receive very little support.

Summary of Key Recommendations for the Graduate Program:

1. The high level of teaching required of graduate students places them at a competitive disadvantage in the labor market and has a negative impact on their research productivity. Faculty should be encouraged to find external funding for graduate research projects, as should graduate students themselves. Other means of reducing the teaching load should also be considered.
2. We recommend that the Philosophy Department establish rigorous policies and mechanisms to conduct an annual department-wide evaluation of the academic progress of all graduate students in their second or third year of studies.
3. We recommend that the Philosophy Department negotiate a 50% appointment rate for their TAs, and lower the section size from 20 to 18. These shifts would improve living conditions for the graduate students, enhance recruitment to the graduate program, and lighten the teaching load for over-burdened graduate students, allowing them to devote more time to their studies. Smaller section size would also improve the quality of undergraduate education.
4. At the same time, the faculty should work to even out the workload and number of written assignments and exams TAs are required to grade; these appear to vary widely and create inequities among TAs with the same appointment rate.

5. Although placement has been particularly successful in years past, we recommend that graduate students be informed of changing trends in the job market, and be introduced to alternative careers that would value the skills and learning goals acquired in the program.

6. Time to degree. In addition to monitoring students’ progress, the Department of Philosophy should encourage students to apply and take advantage of the Graduate School funding opportunities – from the early dissertation summer fellowship program to fellowships supporting students who are finishing their dissertations.

7. Graduate students would like to see more consistent coverage of philosophical subfields in seminars. Complaints were raised that certain subfields expected for individual graduate programs of study haven’t been taught at all in two years at the graduate level.

8. The College should lower the minimum enrollment for graduate seminars (currently set at 8) so as to enable the department to offer a broader range of courses.
Dear Elaine,

We've reviewed the report and just want to offer two very minor corrections:

p.1: Lori Grant (not Laurie)

p.3: The Meaning of Life class (Phil 141) was introduced as a 4-section, 80 student class, that in fact enrolled 76 students, not 13

That's it!
Thanks, Elaine.
Russ

On 2/12/2015 9:36 AM, Elaine M. Klein wrote:
> Dear Russ,
> >
> > We've received the Philosophy program review committee's report, and the next stage of the review process is for the department to look it over and correct any errors of fact you may find in the report. (We ask that comments be restricted to factual errors rather than errors of understanding or interpretation - though sometimes a very modest amount of rebuttal is offered in cases where misrepresented facts lead to erroneous conclusions.) I think you'll see this is not only a good report, but a favorable one - there shouldn't be much need for refutation.
> > I'll need to talk with Sue about when this review might cycle into the APC agenda - if we have your response by March 10, it could be as early as March 17. My hope is that we'll get this one wrapped up by May 1.
> >
> > Thank you!
> >
> > Elaine
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Russ Shafer-Landau
Chair, Department of Philosophy
University of Wisconsin-Madison
ph: 608.263.3727http://sites.google.com/site/shaferlandau/home