



In Dialogue with our Publics

Research and Scholarship in 2017

Council of Graduate Schools Summer Workshop

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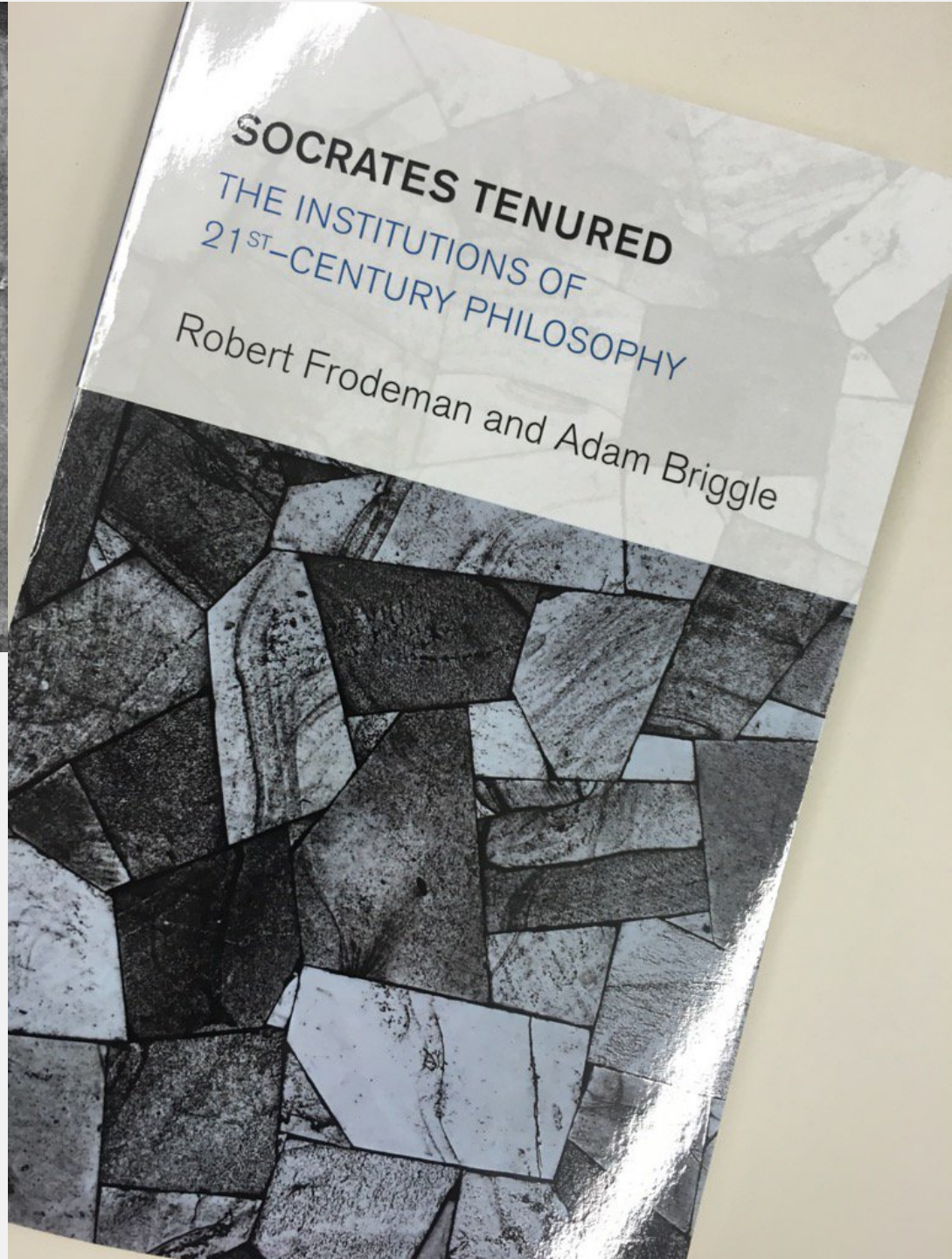
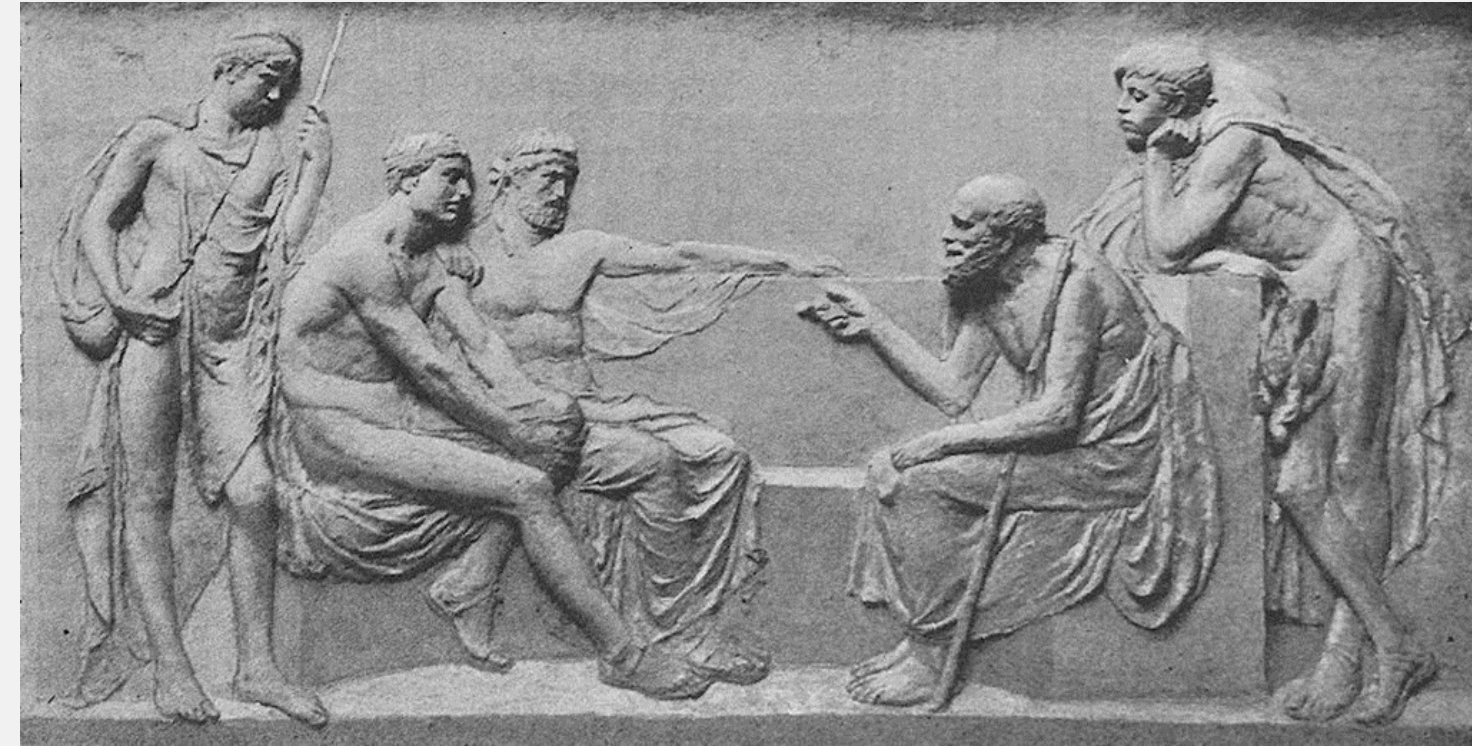
Department of Philosophy and Religion

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**EST. 1890**

**UNT<sup>®</sup>**

**EST. 1890**



# Outline

1. The modern research university in a new ecosystem.
2. In the 20<sup>th</sup> century, philosophy became a discipline.
3. This has set it up for failure in the 21<sup>st</sup> century.
4. If research is to thrive, we need a plurality of models. Field philosophy is one.
5. The reformation of the humanities: an agenda.

# 1. The research university

- Pressures, uncertainties
  - Neoliberalism and the accountability culture
  - A crowded and expanding knowledge ecosystem
- The need for relevance and meaning
  - STEM transcending itself constantly (e.g., trans-science) = expertise insufficient. Need for dialogue.
  - The new alphabet of the humanities: EVS, RRI, ELSI, BIC, SciSIP...
- The rise of the humanities?
  - What is marginal can become essential
  - IF we can reimagine ourselves...

## 2. Philosophy as discipline

- 19<sup>th</sup> c. specialization and the carving up of knowledge domains.
- What would philosophy be?
  - Synthesizer
  - Translator
  - Handmaid
  - Gadfly
  - **Specialist/expert**
- By early 20<sup>th</sup> c., philosophy purified.
  - Institutional viability and reproduction. But also drift toward irrelevance.

## 2. Philosophy as discipline

- A discipline is not an epistemic category
  - We have not carved nature at the joints
  - Rhetorical: audience
  - Political: guardians/peers
  - Economic: funding units
- Disciplines are not just autonomous, they are autotelic.
  - They are a supply of knowledge divorced from any external demand.
- The discipline exercises a **radical monopoly** on philosophical research.
  - Need **complete streets** approach to philosophy and humanities

# 3. The discipline as problem

- What good does your research do for society?
- The disciplinary paradigm does not have an adequate answer for this question.
  - If it is good research (as judged by disciplinary peers), then it is good for society.
- “Scientific progress on a broad front results from the free play of free intellects, working on subjects of their own choice, in the manner dictated by their curiosity for exploration of the unknown.”



PHASE 1      PHASE 2      PHASE 3

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Collect  
underpants



Profit



# 3. The Discipline as Problem

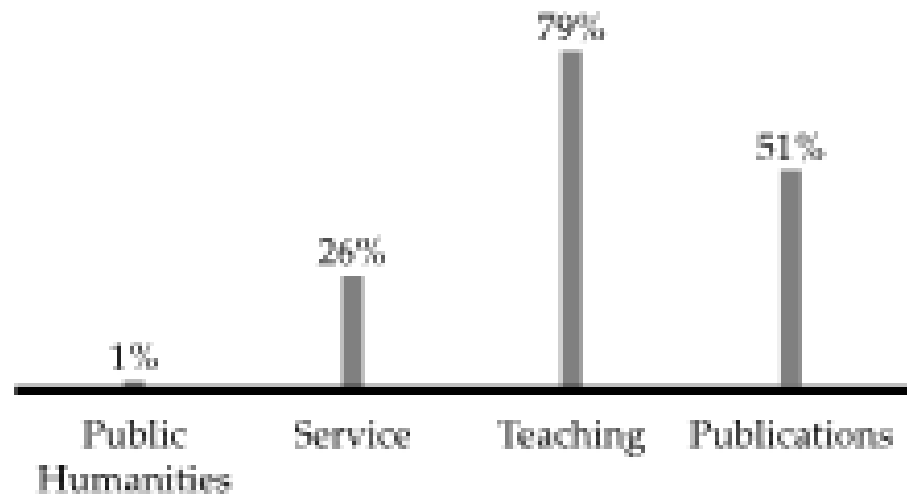
- This is a problem across the academy.
- Grimpacts: What counts as ‘good’ science? What is the scope of my responsibility?
  - ““Once the rockets are up, who cares where they come down. That’s not my department,’ says Wernher von Braun.”
- Slimpacts: Science is more productive than ever, but much of its supposed knowledge is “contestable, unreliable, unusable, or flat-out wrong.”
  - Ah, but I got my publication!

# 3. The Discipline as a Problem

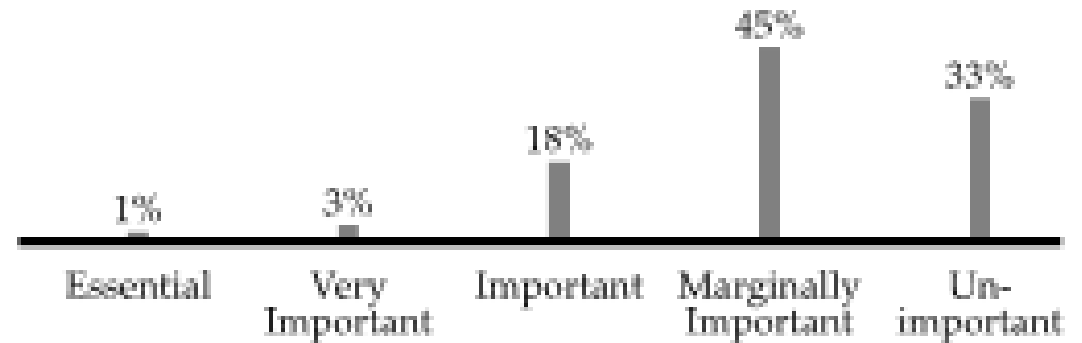
- How self-aware are philosophers and humanists?
- Some good work at MLA and the UK and EU are way ahead on this.
- With important exceptions (e.g., PPN, SRPoiSE) US philosophers are clueless....

# How is public scholarship valued?

What proportion of departments across all institutions rated each criterion as essential?



How did departments across all institutions rate the importance of public humanities?



Tenure decision criteria in 754 US philosophy departments, 2007-2012 (data from humanitiesindicators.org). <http://www.humanitiesindicators.org/content/indicatordoc.aspx?i=738>

## HDS2-PS13: Considerations in Tenure Decisions in Philosophy, Fall 2012

	CC*	Essential	Very Important	Important	Marginally Important	Unimportant
Publications (Research, Scholarship, and Creative Work)	All	51%	16%	21%	10%	1%
	PUG	36%	14%	28%	18%	4%
	Comp	38%	20%	30%	12%	0%
	PRes	83%	14%	3%	0%	0%
Teaching	All	79%	16%	4%	1%	0%
	PUG	88%	12%	0%	0%	0%
	Comp	88%	8%	4%	0%	0%
	PRes	59%	31%	9%	2%	0%
Service to the Department or Institution	All	26%	29%	35%	9%	1%
	PUG	20%	32%	40%	8%	0%
	Comp	36%	30%	32%	2%	0%
	PRes	17%	26%	34%	21%	2%
Public Humanities (Making the Humanities and/or Humanities Scholarship Accessible to the General Public)	All	1%	3%	18%	45%	33%
	PUG	2%	2%	23%	42%	31%
	Comp	2%	6%	24%	36%	32%
	PRes	0%	0%	5%	60%	35%

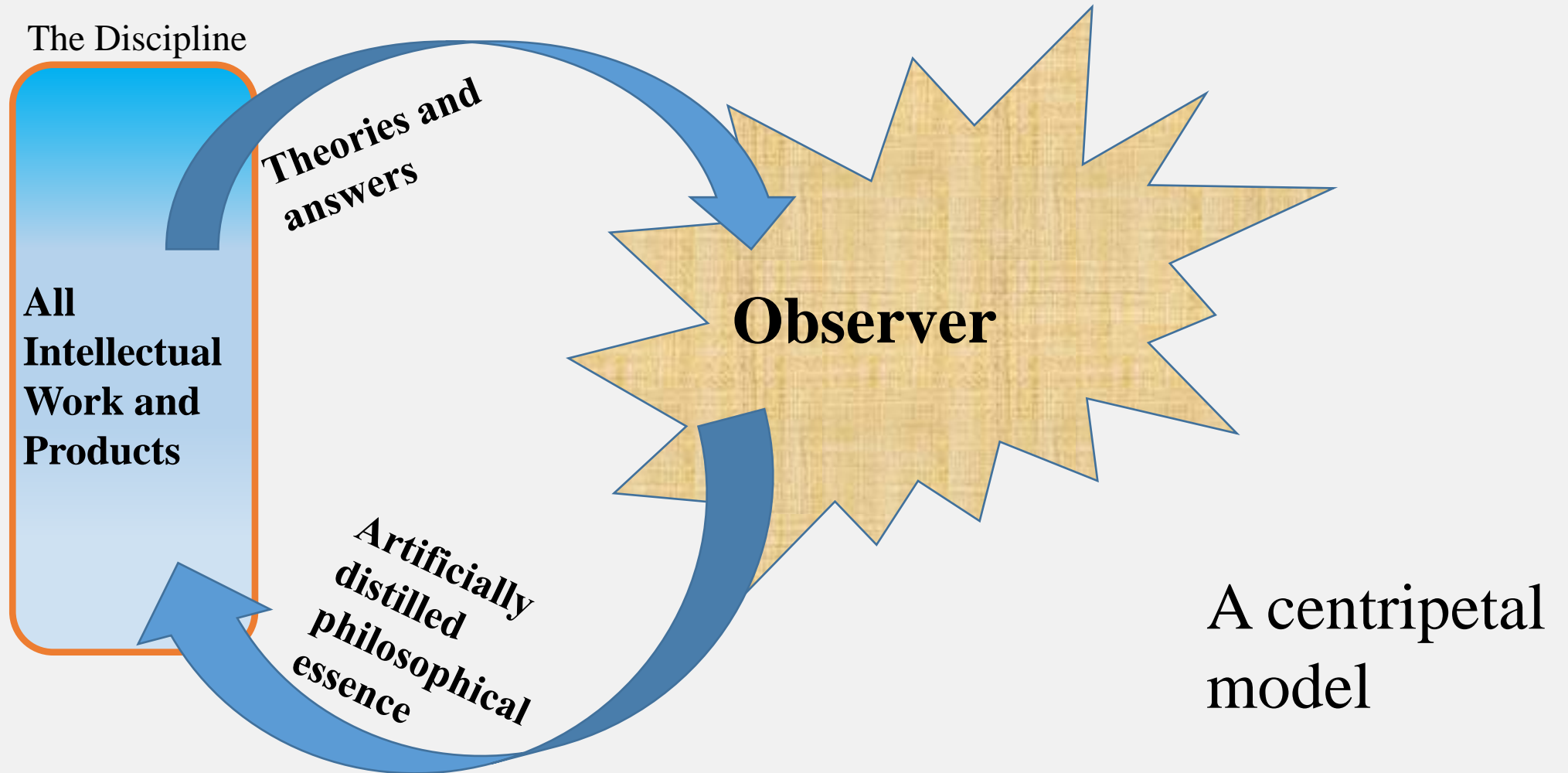
\* CC—Carnegie Classification: PUG—Primarily Undergraduate, Comp—Comprehensive, PRes—Primarily Research

Source: Susan White, Raymond Chu, and Roman Czujko, *The 2012–13 Survey of Humanities Departments at Four-Year Institutions* (College Park, MD: Statistical Research Center, American Institute of Physics, 2014). Study conducted for the American Academy of Arts Sciences' Humanities Indicators Project.

## 4. New models

- Aren't you just talking about applied philosophy?
- No.

# Applied Philosophy and Disciplinary Capture



“Whatever drives people into complex interdisciplinary projects [e.g., civic responsibility]...the need for manageable objects and presentable results in their reference community drives them out again.”

-- Wolfgang Krohn (2010) “Interdisciplinary Cases and Disciplinary Knowledge,” in Frodeman, Robert, ed. *The Oxford Handbook of Interdisciplinarity*.

# 4. New models = new metrics

NB: QS is the same --  
Disciplinary metrics:  
citations, h-index, academic reputation

## Ranking Of Faculties In The United States

Rank	School	Mean	Median	Mode	Rank in 2011	Rank in 2009	Rank in 2006
1	<a href="#">New York University</a>	4.8	5	5	1	1	1
2	<a href="#">Princeton University</a>	4.4	4.5	4.5	3	2	2
	<a href="#">Rutgers University, New Brunswick</a>	4.4	4.5	5	2	2	2
4	<a href="#">University of Michigan, Ann Arbor</a>	4.2	4.0	4.0	4	5	3
5	<a href="#">Yale University</a>	4.1	4.0	4.0, 4.5	7	8	16
6	<a href="#">Harvard University</a>	4.0	4.0	4.0	5	6	7
	<a href="#">University of Pittsburgh</a>	4.0	4.0	4.0	5	4	5
8	<a href="#">Stanford University</a>	3.9	4.0	3.5, 4.0	9	9	6
	<a href="#">University of Southern California</a>	3.9	4.0	4.0	11	17	16
10	<a href="#">Columbia University (incl. Barnard)</a>	3.8	4.0	4.0	11	13	9
	<a href="#">University of California, Berkeley</a>	3.8	4.0	4.0	14	9	12
	<a href="#">University of California, Los Angeles</a>	3.8	4.0	4.0	11	9	7



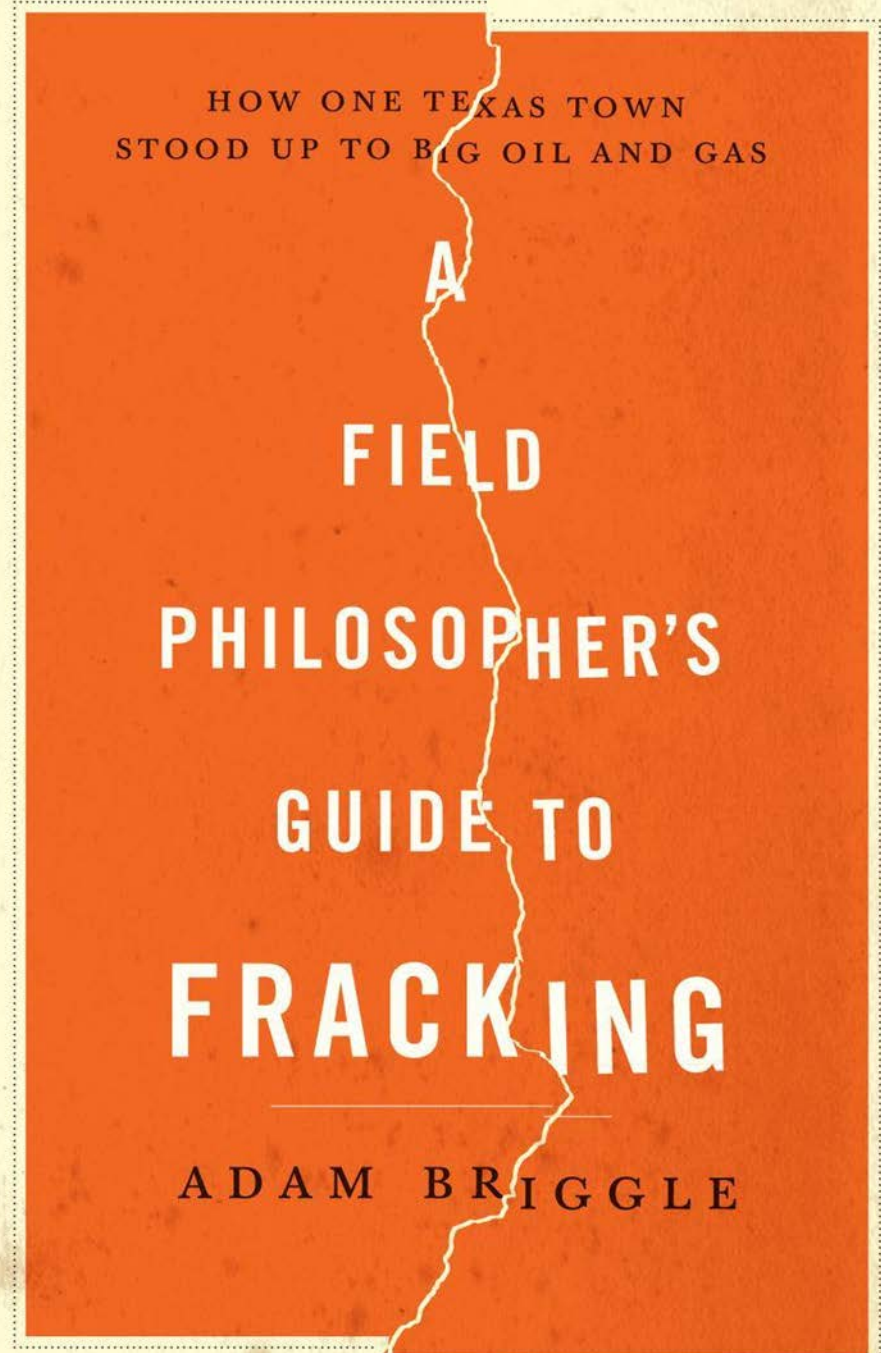
# 4. New models = new metrics

Institution	Department	PI \$ since 2005	Career \$ as PI	\$ in active grants	\$ w/ PI of diff. discipline
1. Carnegie-Mellon	Philosophy	2,557,431	4,243,914	4,667,390	4,294,484
<b>2. UNT</b>	<b>Philosophy</b>	<b>782,514</b>	<b>1,881,932</b>	<b>929,135</b>	<b>1,765,236</b>
3. Stanford	Philosophy	727,056	1,130,608	628,555	113,623
4. Duke	Philosophy	408,411	842,516	103,077	1,142,306
5. USC Columbia	Philosophy	349,703	399,703	5,534,352	4,083,852
6. Penn State	Philosophy	235,550	531,100	0	0
7. NYU	Philosophy	168,876	285,401	168,876	0
8. Arizona	Philosophy	131,909	289,190	573,909	0
9. Chicago	Philosophy	99,998	158,998	0	0
10. CU Boulder	Philosophy	69,069	87,069	0	0
11. Rice	Philosophy	0	0	0	91,790
12. Georgia	Philosophy	0	0	0	0
*UNT with Chile grants		20,943,862	22,043,280	1,079,135	18,274,584

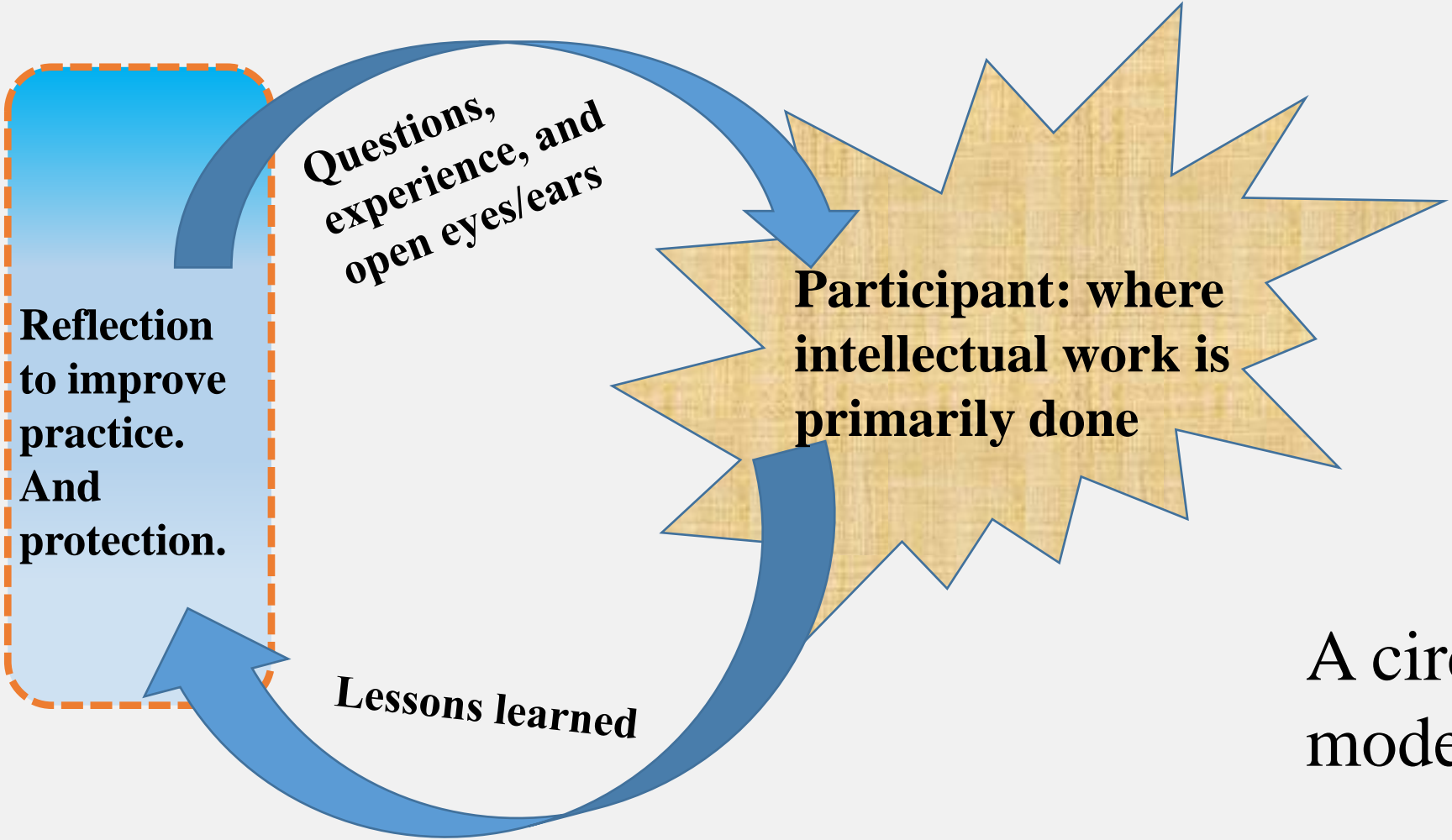
Data up-to-date as of October, 2011.

## 4. New models: Field Philosophy

- Goal: help understand, articulate, and assess ethics and values.
- Approach: case-based, begins with problems as defined by stakeholders.
- Audience: non-disciplinary stakeholders.  
Knowledge produced in the context of use.
- Method: pluralistic and context-sensitive with a bottom-up orientation.
- Evaluation: context-sensitive standards for rigor, and non-disciplinary metrics.



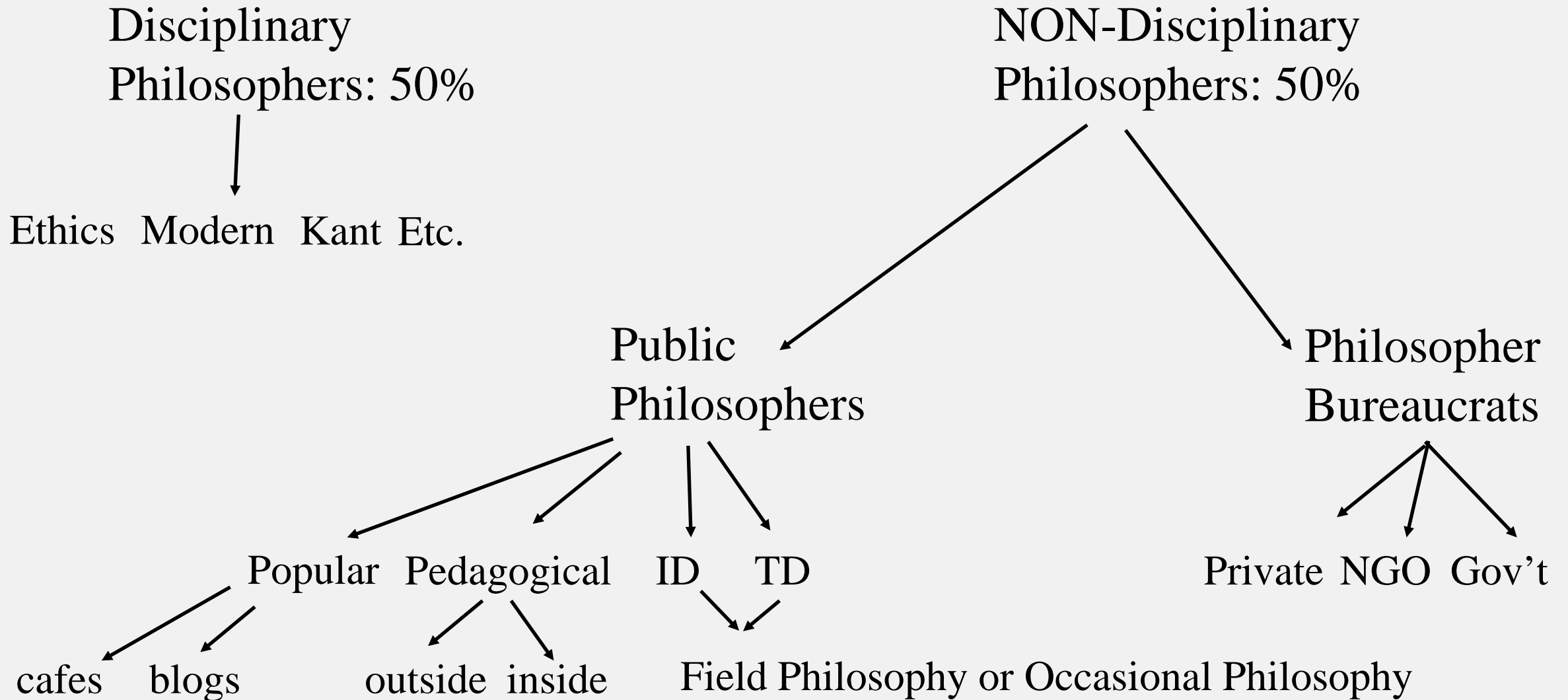
# Field Philosophy



A circulatory model

- Philosopher **A** and **B** both notice: justice
- Philosopher **A** goes to Google Scholar and produces a peer-reviewed article.
- Philosopher **B** goes to town hall meetings and ‘produces’ a dialogue about justice among conflicting interest groups.
- Philosopher **A** is unknown but easily measurable
- Philosopher **B** is known but not easily measurable
- Who should evaluate their work? By what metrics?
- What kind of work is most valuable?

# Diversifying the ecosystem of 21<sup>st</sup> Century Philosophy



# Another way to model things

	<b>Disciplinary Philosopher</b>	<b>Field Philosopher</b>	<b>Philosopher Bureaucrat</b>
<b>Institutional Home</b>	Philosophy Department	Scattered across the university	Public and private sectors
<b>Primary Audience</b>	Fellow philosophers	Diverse stakeholders	Diverse stakeholders
<b>Education and Training</b>	20 <sup>th</sup> century	Case study based	Internship based

# 5. A practical and theoretical agenda

- The EU and UK are ahead of us (e.g., Humanomics in Denmark)
- Institutional experimentation and pluralism (e.g., x% of 110 PhD Phil programs in US train students to work with STEM).
- New pedagogical practices – internships, certificates, and more.
- New accounts of rigor – a different kind of hard.
- New metrics for success.

# 5. A practical and theoretical agenda

- Shift from value to impact.
- Seconding humanists across and beyond academy.
- New codes of ethics – guidance for working in the fray.
- Faculty autonomy – academic jujitsu.



# Thank You.



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