

WSU Five-Year Program Review
Self-Study

Cover Page

Department/Program: Philosophy

Semester Submitted: Fall 2021

Self-Study Team Chair: Dr. Mary Beth Willard

Self-Study Team Members: Dr. Robert Fudge; Dr. Richard Greene; and Dr. Paul Neiman.

Contact Information:

Phone: (801) 626-6711

Email: marybethwillard@weber.edu

Brief Introductory Statement

The philosophy program at Weber State University is part of the Department of Political Science and Philosophy, which is housed in the College of Social and Behavioral Sciences. We offer a wide variety of courses that can lead to either a B.A. in philosophy or minor in philosophy, and our courses also contribute significantly to the Legal Studies minor and to many courses of study in the Bachelor of Integrated Studies program. The program now has **four** full-time, tenure-stream faculty members, and in a typical fall or spring semester we employ three adjuncts who expand our general education offerings to the Davis and Farmington campuses.

The biggest change since our previous program review is the addition of the fourth line, for which we are inexpressibly grateful. As previous program reviews had noted, our small size had limited the course offerings that we could reliably offer students as well as hamstring attempts at interdisciplinary collaboration; we simply did not have enough faculty to allow for experimentation. Since adding the fourth line in the fall of 2018, we have been able to add new upper division courses, contribute new courses in Honors, and pursue the development of new interdisciplinary initiatives.

Beginning in 2019, the department identified five strategic goals aligned with Weber's commitments to value, affordability, and growth.

- First, **increase the visibility and reach** of the philosophy program on campus. Philosophy is well-situated to help students develop the critical thinking and writing skills integral to a college education, but it is often unfamiliar to students as it is not commonly taught in high schools, and so needs more 'advertising' than many other disciplines with which students might be more familiar. To achieve this goal, we first built on the recent success of the Philosophy Club and Ethics Bowl teams to make the program visible on campus and in the broader community. The program has sponsored Philosophy for Tots, a program introducing kindergartners to philosophy, in concert with the Melba S. Lehner Children's School, which ran from 2019-2020. Ethics Bowl has been expanded to include high school teams. The philosophy club regularly sponsors Ethics Slams, community open mic night discussions of ethical questions, at coffee shops (and over Zoom, recently) in Ogden. We have also developed courses that tie into other existing programs on campus, specifically Environmental Philosophy (approved spring 2021) and the Philosophy of Race and Gender (ongoing), as well as a technology-ethics-oriented version of our general education course Contemporary Moral Problems. Critical Thinking (PHIL 1250) has been recommended as a general education course for computer science majors and has seen corresponding growth in enrollment.

We are also pursuing an Ethics certificate and/or minor, bringing together ethical study across the curriculum (ongoing – expected early 2022). Our Distinguished Speaker lecture series is now full funded and in its eighth year of bringing a nationally-regarded scholar to campus every fall.

- Second, **increase student completion rates in general education courses to 80%**. There is a direct correlation between student success in general education courses and overall student retention. During the past five years, the percentage of students receiving a "C-" or better in our gen ed classes has been 75%, 74%, 78%, 79%, and 77%; we continue to work toward this worthwhile goal.
- Third, **increase enrollment in general education courses**. Here, our focus has been to diversify the syllabi to include more women authors and philosophy from traditions outside Anglophone philosophy, and to seek sustainability, HIEE, and CEL designations when appropriate. Work is ongoing and impacted significantly by enrollment drops university-wide following the COVID-19 pandemic.
- Fourth, **increase the percentage of women enrolled in a) lower division classes to 50%) and b) upper-division to 40%**. Philosophy is one of the most gender-segregated disciplines (similar to mathematics and physics demographically), so these goals are reasonable given our starting point. We anticipate that doing so will help increase student retention, given Weber's demographics.
- Fifth, **improve completion rate of majors**. We have implemented mandatory advising for all students who reach the 90-credit hour threshold to plan out their final semesters.

The educational opportunities we offer extend beyond the classroom. Our program sponsors two or three Ethics Bowl team to the regional competition, and in [which years], our teams qualified to compete at nationals. Our students also have the opportunity to learn about philosophy by taking advantage of programs offered through the WSU Study Abroad office. Each of the past five years, adjunct instructor Marc Nelson has co-led a summer study abroad with his wife, Dr. Katie Nelson, an adjunct instructor in the WSU history department. Themes for their study abroad courses have included The Renaissance, Cultures and Dogmas of the Classical World, and Medieval Lives. These opportunities have allowed our students to visit historically and philosophically significant sites throughout Western Europe.

In addition to his leadership as executive director of the Intercollegiate Ethics Bowl, Dr. Greene has developed the Utah Prison Ethics Bowl Program in partnership with the University of Utah's Prison Education Program. The program met weekly (prior to the pandemic) with inmates at Utah's Wasatch and Timpanogos prison facilities. Dr. Greene has also organized the Utah High School Ethics Bowls and served on the steering committee for the National High School Ethics Bowl.

Dr. Fudge endowed the Distinguished Lecture Series in 2013. This series brings in scholars from around the country to speak on a wide range of interesting philosophical topics to our Weber community and the community at large. Nationally renowned speakers in recent years have included Dr. Shaun Nichols (Arizona), Dr. Meghan Sullivan (Notre Dame), Dr. Michael Lynch (Connecticut) and Dr. Myisha Cherry (University of California, Riverside.)

We have also, through Dr. Fudge's generosity and work, been able to fund two scholarships for students:

- The Fudge Scholarship, awarded to a philosophy major who has completed (C or better) at least nine credits of philosophy, who has attained sophomore status, and a WSU GPA of 3.5.
- The Adversity Scholarship, awarded to a philosophy major who is a junior or senior at the time of the award who has faced and overcome adversity (essay application required.)

Our four full-time faculty all have established strong records of teaching, research, and service. Dr. Fudge and Dr. Greene have both attained the rank of full professor, and Dr. Willard is undergoing promotion review for full professor in AY2021-2022. Dr. Paul Neiman joined us in the fall of 2020. He was named 2020 Educator of the Year by the Minnesota State Board of Trustees at his previous position at St. Cloud State, and we are delighted to add him to our department.

Standard A - Mission Statement

Background

Weber State's newest mission statement (2021-2026) says that "Weber State University provides transformative educational experiences through meaningful personal connections with faculty and staff in and out of the classroom. The university promotes student achievement, equity and inclusion, and vibrant community relationships through multiple credentials and degree pathways, experiential learning, and stewardship."

Philosophy is located within the College of Social and Behavioral Sciences, and its mission statement reads: "The College of Social & Behavioral Sciences is dedicated to studying behavior and thought in individual, social, cultural, physical and historical contexts, and to the beneficial application of this knowledge. The college prepares students for productive careers and engaged citizenship through general education instruction and major, minor and interdisciplinary programs, which emphasize critical and scientific thinking. Through teaching, scholarship and service, the college's faculty aims to enhance social justice, environmental awareness and the quality of life in northern Utah and beyond."

Our mission statement is aligned with and supports both mission statements, focusing primarily on philosophy's demonstrated ability to enhance critical thinking and communication skills and the benefits to equity and inclusion engendered by encountering classical philosophical texts and positions and learning the tools with which to criticize them. Philosophical training, whether undertaken as part of one's general education or as a major, empowers students to be engaged citizens and productive members of society.

Our strategic plan (2018-2021) supports our mission through its focus on general education, gender balance, and completion rate. Goal #1 increases equity and inclusion within philosophy by making the study of philosophy a salient option to those students who might not otherwise have encountered it. Goals #2, #3, and #5 promote student achievement by turning our attention to retention and completion. Goal #4 specifically focuses on gender diversity, an issue particularly of concern within philosophy.

Mission Statement

The philosophy program seeks to promote student achievement through imparting knowledge and skills that fall under the three following general categories:

1. Liberal Education: teaches the ideas of influential past and contemporary thinkers who have sought to understand the world and our experience of it. These ideas concern such topics as the nature of truth and reality, the limits of knowledge, standards of right and wrong, the experience of beauty, and world religions.
2. Methodology: emphasizes methods of sound practical reasoning, deductive logic, and language analysis.
3. Application: critically analyzes non-philosophical disciplines. For example, the philosophy of democracy analyzes the value assumptions behind democratic forms of government, while medical ethics seeks to identify and resolve dilemmas arising from conflicts between medical technology and the quality of life.

Students who encounter philosophy through our three general education courses will receive an introduction in all three categories. A major in philosophy first and foremost exposes students to the intellectual history of Western Civilization, though it does not limit itself to this tradition. Students in our program complete coursework in at least one major historical period (Ancient, Medieval, or Early Modern), while taking other classes that regularly include thinkers from various historical eras. We also regularly incorporate philosophical traditions from outside of the Western canon, including the Confucian and Daoist traditions as well as selections from the African diaspora.

But the philosophy major does much more than provide students with a thorough understanding of human intellectual history. Students who major in philosophy also learn to apply principles of sound reasoning. Not only is a course dealing specifically with logic part of the requirements, but all courses also emphasize logic methodology and critical thinking. In addition, philosophy majors engage speculative questions in courses in metaphysics and epistemology, further developing the abstract reasoning skills and cognitive abilities central to the discipline.

Finally, philosophy majors train in value theory. All majors take a course in ethics or aesthetics, and they will also consider value theoretic questions in no fewer than a half dozen courses in ethics, religion and politics. New courses in the philosophy of economics, philosophy of race, gender, and justice, and environmental philosophy contribute to the

college's mission of social justice and environmental awareness, and also to the university's focus on equity, inclusion, and responsible stewardship.

In sum, a study in philosophy offers students the opportunity to learn the foundations of an intellectual discipline that forms a central part of a liberal education, while at the same time developing practical, marketable skills including:

- **Critical thinking skills:** logical analysis is at the heart of philosophical discourse. Students in our program must take at least one course in logic (deductive logic or critical thinking). These courses help students identify, reconstruct, and evaluate arguments, skills that transfer directly to their other coursework and to their careers.
- **Communication skills:** the practice of philosophy requires students both to evaluate the arguments of others and to construct and present their own reasoned opinions. This is most often done in written form, though philosophy classes also require that students discuss issues with each other and with their professors in less formal settings.
- **Creative thinking skills:** because philosophy presents "perennial problems" of being, knowledge, and value, students are encouraged to explore and develop their own solutions to these problems, as well as to engage critically the reasoning of others. Both of these tasks require students to engage in creative thought experiments and to construct their own arguments.
- **Research skills:** philosophy is sometimes misunderstood as involving undisciplined speculation about the meaning of life. To the contrary, professional philosophers rigorously define philosophical problems, and the practice of philosophy requires that one understand the development and direction of philosophical discourse. Students who work in philosophy, especially at advanced levels, need to familiarize themselves with the research methods of, and resources available to, the profession.
- **The ability to understand the interrelations between various fields/subjects:** as suggested by philosophy course listings from universities around the country, philosophy serves as the foundation of virtually every other discipline. Students who study philosophy come to see the relations between these foundations and thus gain an appreciation of how seemingly disparate fields are often closely related at a fundamental level. In professional settings, philosophy graduates are thus well prepared to make connections between ideas that on the surface are not obviously related.

In offering a B.A. in philosophy at WSU, we help impart the above-referenced skills to our students, as well as expose them to a discipline that asks them to examine the most fundamental questions at the heart of the world's intellectual traditions.

Standard B - Curriculum

Curriculum Map

Core Courses in Program	Program Learning Outcomes				
	Knowledge of: Historical	Knowledge of: Topical	Knowledge How: Critical Thinking	Knowledge How: Reading Com- prehension	Knowledge How: Writing Skills
PHIL HU1000 Introduction to Philosophy	I	I	I	I	I
PHIL HU1250 Critical Thinking			E	E	E
PHIL 2200 Deductive Logic			E		
PHIL 3010 History of Philosophy: Classical and Medieval	M	E	E	E	E
PHIL 3020 History of Philosophy: Modern	M	E	E	E	E
PHIL 3650 Aesthetics		M	E	E	E
PHIL 4510 Metaphysics		M	M	M	M
PHIL 4520 Epistemology		M	M	M	M
PHIL 4600 Ethical Theory		M	M	M	M
PHIL 4900 Senior Capstone Seminar		M	M	M	M

Note: I= introduced, E = emphasized, M = mastered

“Knowledge Of” Learning Outcomes:

1. Historical Knowledge
2. Topical Knowledge

“Knowledge How” Learning Outcomes:

1. Critical Thinking
2. Reading Comprehension
3. Writing Skills

Discussion

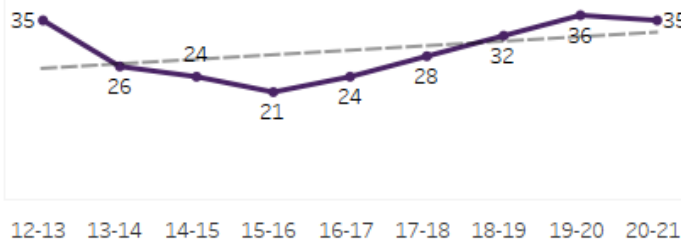
The curriculum for the B.A. ensures that students pursuing a philosophy major will gain well-rounded historical and topic knowledge as well as critical thinking, comprehension, and writing skills. This corresponds with our mission.

All philosophy majors are required to take PHIL 1000, which introduces “knowledge of” learning outcomes and “knowledge how” learning outcomes. Those who continue onto the major must then take either PHIL 1250 (Critical Thinking) or PHIL 2200 (Deductive Logic), which emphasize and reasoning skills. Students then ideally move into 3000-level and 4000-level courses, which offer a core set of disjunctive requirements. Student must take one of two courses in the history of philosophy, one of two courses in value theory, and either metaphysics or epistemology. They also must complete the capstone seminar, in which they prepare a portfolio of their work (as of 2019) and write an original research paper of around 20 pages. The rest of their credit hours requirements can be met with any of the upper division classes.

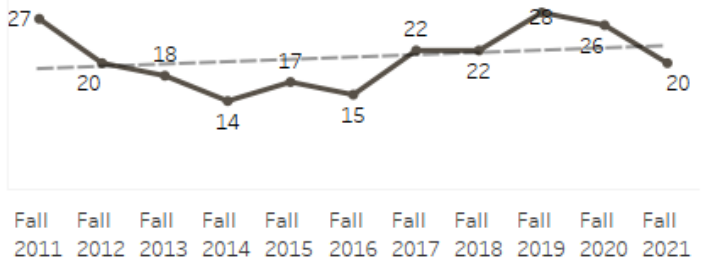
The minor is organized similarly. All minors are required to take introduction to philosophy. They must also take either PHIL 1250 or PHIL 2200 and PHIL 3010 or PHIL 3020, plus twelve more credit hours.

Unique Student Counts

Unique Count by Academic Year



Official Fall Third Week Numbers



As you can see, our major is small, and this affects our course offerings in two ways. First, in order to ensure that students can complete their degrees in four years, there are no prerequisites for our upper division classes. This has some drawbacks, as ideally students would complete the history sequence and value sequence before tackling the more difficult 4000-level courses, but in practice most students seem to do well with the flatter structure of our program. Second, we ensure that every academic year we offer at least one class that will fulfill each disjunctive requirement. In practice, this means that upper division courses alternate academic years, and that typically we can reliably fill four or five upper division courses every term. The result is that our upper division courses are on a two-year rotation, as depicted here:

Table 1 Philosophy Course Rotation, 2022-2026

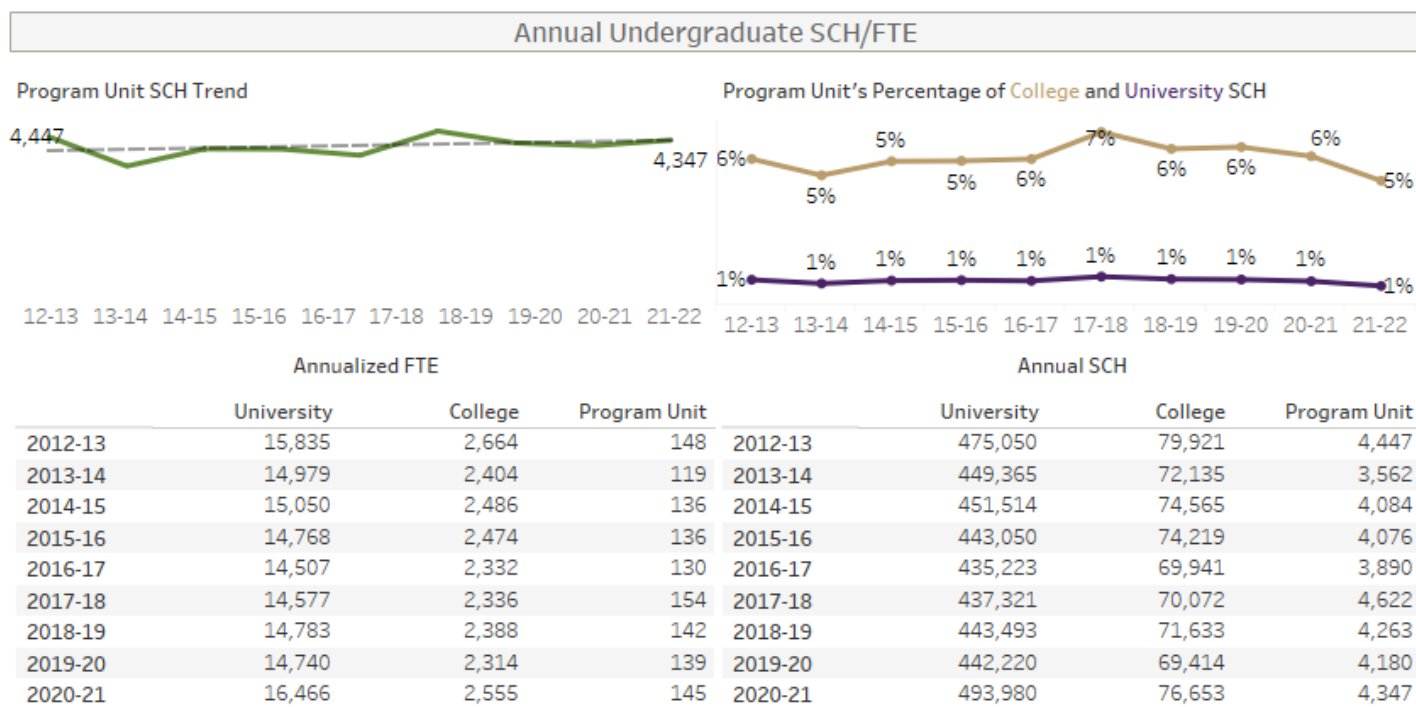
	Fudge	Greene	Neiman	Willard
Spring 2022	Philosophy of Economics Course Release	Philosophy of Language Capstone	Classical/Medieval Choice	Philosophy of Eastern Religion
Fall 2022	Environmental Philosophy	Epistemology Deductive Logic (?)	Medical Ethics	Aesthetics Philosophy of Western Religion
Spring 2023	Philosophy of Democracy Philosophy of Law	Philosophy of Mind	Modern Course Release	Choice Capstone
Fall 2023	Ethical Theory	Existentialism Choice	Race/Gender	Metaphysics Deductive Logic (?)
Spring 2024	Philosophy of Economics Course Release Capstone	Philosophy of Language	Classical/Medieval Choice	Philosophy of Eastern Religion
Fall 2024	Environmental Philosophy	Epistemology Deductive Logic (?)	Medical Ethics	Aesthetics Philosophy of Western Religion
Spring 2025	Philosophy of Democracy Philosophy of Law	Philosophy of Mind	Modern Capstone Course Release	Choice
Fall 2025	Ethical Theory	Existentialism Choice	Race/Gender	Metaphysics Deductive Logic (?)
Spring 2026	Philosophy of Economics Course Release	Philosophy of Language Capstone	Classical/Medieval	Aesthetics Philosophy of Western Religion

PHIL 4400, which are special topics courses on either 'Great Issue' or 'Great Thinkers' may be in some cases substituted for required courses if the student's graduation timetable requires it, and faculty also regularly make use of Independent Study courses to help students fulfill graduation requirements. The program coordinator ensures those cases are articulated appropriately in Cattracks.

The addition of our fourth line in 2018 has allowed us to broaden our course offerings. We have kept the core the same, but we now offer Environmental Philosophy and (soon) Philosophy of Economics as courses under their own title (rather than utilizing PHIL 4400/4450.) We anticipate that both courses will be offered as part of our regular rotation, and that they will draw in students from other colleges. Dr. Neiman developed PHIL 4400 Philosophy of Love and Friendship (fall 2020) and PHIL 4440 Philosophy of Race and Gender (fall 2021), which will likely become part of the regular rotation.

Philosophy also has had 19 declared second majors (2 enrolled in fall 2021) enrolled during review period, and 71 minors (13 enrolled in fall 2021.)

General education courses (PHIL 1000, PHIL 1250, and PHIL 1120) are all offered in multiple sections in multiple modalities (in-person and online) in spring, fall, and summer semesters.



Philosophy at Weber State is a service department, as it is at many universities. One can see from the above table that our annual SCHs are holding steady at around 6% of the college's SCHs (at about 5% of the tenure lines.) The dip in 2016-2017 matches the one in 2013-2014, and is presumably due in part to Dr. Willard's second maternity leave (but also correlates with lower enrollment in the college overall.)

We believe that we are doing a good job of capturing student demand for our general education courses, but we also suspect that there is room for improvement based on our experiences in student demand during the COVID-19 pandemic. In planning for the spring and fall of 2021, we were told to expect that students, based on surveys, wanted more face-to-face classes. When enrollments across the university stalled in the summer of 2021, we elected to add an extra online section of PHIL 1000 and PHIL 1250. Both gained students rapidly. Meanwhile, a few face-to-face classes didn't 'make', or achieve sufficient enrollment to run.

Furthermore, Critical Thinking (PHIL 1250) has recently become recommended as part of the computer science degree map as an excellent way to fulfil one's humanities' breadth requirements. These courses fill quickly and easily. This leads us to suspect that while our general education courses generally fill quickly, that with more data, we could determine how best to offer courses in the modalities, locations, and times that would best serve our students.

Philosophy also contributes to the BIS program. Since 2017, five students have opted for a philosophy concentration in BIS. One has graduated, and the rest are still pursuing the degree.

Standard C - Student Learning Outcomes and Assessment

A. Measurable Program Learning Outcomes

Consistent with our mission, it is expected that students graduating with a B.A. from the program will have gained both “Knowledge Of” and “Knowledge How” with respect to philosophy. These expectations are delineated as follows*:

Knowledge Of:

Knowledge of philosophy is understood to consist of two distinct, though not mutually exclusive, subcategories—historical knowledge and topical knowledge:

1. *Historical knowledge*

Familiarity with the basic ideas of at least three major historical figures, of whom the following are representative: Socrates, Plato, Aristotle, Plotinus, Augustine, Aquinas, Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume, Kant, Mill, Kierkegaard, Schopenhauer, Nietzsche, and Heidegger.

2. *Topical knowledge*

An understanding of the basic issues and terminology in the following areas: logic, metaphysics or epistemology, and ethics or aesthetics.

Knowledge How:

Students in the program should be able to demonstrate proficiency with each of the following skills:

1. *Critical thinking:* The ability to distinguish between and assess the strength of arguments and explanations.
2. *Reading comprehension:* The ability to explain, interpret, and evaluate philosophical texts.
3. *Writing skills:*
 - a) The ability to present ideas clearly and with minimal grammatical and other writing errors.
 - b) The ability to conduct research in accordance with generally accepted standards within the discipline.
 - c) The ability to write in a way that reflects careful attention to language, logic, and subtleties of reasoning.

The outcomes are clearly tied to the goals of the program (see Standard A), and directly linked to the curriculum (see Standard B.) All of the skills are introduced in PHIL 1000. The “Knowledge Of” skills are emphasized in the required history distribution, and the “Knowledge How” skills are emphasized in the required logical reasoning distribution. The skills are Mastered throughout upper division coursework. While there is significant flexibility as to which skills are highlighted in any upper division course (e.g., an upper division course on Adam Smith will focus more on history than one on contemporary metaphysics), by the time a student completes a major, they will have had to take courses of sufficient variety that they will have had the opportunity to master all of the relevant outcomes.

We assess all general education programs yearly, and we assess the whole program through assessment of the Senior Capstone seminar. The capstone (PHIL 4900) is traditionally taken in the spring of a student’s senior year, after they’ve completed most of their coursework. The capstone requires students to write an original work of significant length, which demonstrates their Knowledge How and partially demonstrates their Knowledge Of. Through 2019, we assessed their Knowledge Of through area exams, but we have dropped the exams as our curriculum has diversified and grown, as it was turning into less a useful assessment and more whether they remembered specific facts from courses they may have taken over three years previously. In its place, we’ve adopted a portfolio model, where students submit a paper from each of the three distribution areas as evidence of learning. Going forward, we need to figure out how best to assess the portfolio.

The university unveiled its strategic plan in the fall of 2021 so it has not (obviously) been incorporated into our mission and outcomes during the period of review. Nevertheless, we believe that our program’s mission and outcomes are well-correlated, so that assessing outcomes reflects the mission.

B. Other programs

a. General Education Outcomes (if applicable)

This program supports General Education in the following area(s)

- AI Comp IL QL
 CA HU LS PS SS
 WSU DV

The Philosophy department at Weber State provides three general education courses that fulfill the humanities breadth requirement (HU). PHIL 1000, Introduction to Philosophy introduces students to contemporary and classical philosophers and positions; PHIL 1120, Contemporary Moral Problems introduces students to a variety of topics in applied ethics; and PHIL 1250, Critical Thinking, focuses on the development of critical reasoning and thinking skills. In a typical semester we offer around 9 sections of PHIL 1000, 3-4 of PHIL 1120, and 3-4 of PHIL 1250, in multiple modalities. All our general education courses are assessed regularly (see Standard C.C below).

Most of philosophy's SCHs result from those three lower-division classes:

		Breakdown of Remedial/Lower/Upper Division SCH								
Course Level		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Remedial	University Level	4.6%	4.7%	3.6%	3.3%	3.4%	3.0%	3.1%	3.0%	2.7%
	College Level	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Program Unit Level	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Lower	University Level	64.4%	62.3%	62.7%	63.0%	63.3%	63.6%	63.0%	62.2%	62.1%
	College Level	68.1%	68.5%	70.6%	70.5%	71.1%	70.9%	70.7%	70.0%	69.6%
	Program Unit Level	90.7%	91.8%	93.1%	93.7%	91.4%	91.7%	91.3%	89.1%	89.5%
Upper	University Level	31.1%	33.0%	33.7%	33.7%	33.3%	33.4%	33.9%	34.9%	35.2%
	College Level	31.9%	31.5%	29.4%	29.5%	28.9%	29.1%	29.3%	30.0%	30.4%
	Program Unit Level	9.3%	8.2%	6.9%	6.3%	8.6%	8.3%	8.7%	10.9%	10.5%

PHIL 1250 is taught primarily by Dr. Robert Fudge, who has developed his own textbook. Proceeds from sales of the textbook fully funded the Distinguished Lecture series and now fund two student scholarships. The course is recommended by computer science as a good HU option for their majors, and we've seen some rise in interest. We suspect that we could fill more sections of PHIL 1250 if we offered more, and plan to figure out how to optimize our course offerings.

Dr. Willard has undertaken a significant revision of her sections of PHIL 1120. Instructors have significant latitude regarding the issues that PHIL 1120 will discuss, and she chose to develop a class focused on ethics and technology after consulting with the computer science department about the need for ethical training in their major. The course revision debuted in fall 2020, including an innovative assignment, the 'unfolding case study', where students are given an ethical case to debate, but information is revealed to them slowly over the course of weeks, forcing them to revise and update their positions. This assignment was developed with Dr. Neiman, who originated the idea and uses it in PHIL 1000, and they partnered to win an experiential learning grant in the summer of 2020 to develop the unfolding case study in an online environment.

Each of our general education courses has signature assignments. In general, we have found them easy to incorporate into our classes, as philosophy is constitutionally well-poised to ask 'big questions.' Examples are included in Appendix H.

b. Concurrent Enrollment (if applicable)

Philosophy does not participate in concurrent enrollment, as we have not found secondary teachers with the appropriate qualifications.

c. Other interdisciplinary

When we had only three lines, we struggled to offer anything more than the bare requirements for a major as upper division classes. Adding a fourth line has allowed us to develop new courses and new interdisciplinary initiatives. The philosophy department has developed several courses with interdisciplinary foci or that were team taught:

- Dr. Fudge: PHIL 4700 Environmental Philosophy (first taught at PHIL 4400 Environmental Philosophy in fall 2020), which now has a sustainability designation.
- Dr. Fudge: HNRS 3900 Nietzsche contra Wagner: Art, Philosophy and Politics in the Age of German Enlightenment, with WSU History Professor Dr. Brady Brower (fall 2020) PHIL 2920/4920 Know It All Society (fall 2019). This was a one-off course.
- Dr. Willard: HNRS 3900 *The Good Place*: Moral Philosophy and Drama, with WSU Theatre Professor Dr. Jenny Kokai. (spring 2020)
- PHIL 4450 Great Thinkers of Philosophy: Adam Smith (spring 2018). This was a one-off course, which laid the foundation for:
- PHIL 4400 Philosophy of Economics (to be taught in spring 2022). This may become part of our permanent offerings.

Dr. Willard is also currently developing a new major, Philosophy, Politics and Economics (PPE) with Dr. Gavin Roberts (Economics.) PPE is a recognized major for students whose interests lie at the intersection of economics and public policy, and it is offered at institutions ranging from Oxford and Yale to Bowling Green State University. Significantly, however, this program would be the first of its kind in Utah and the Intermountain West. Dr. Willard and Dr. Roberts have developed a degree map and secured the interest and support of the participating departments and programs and are currently working securing financial support for the necessary projected program coordinator position, which is necessary if the program is to go forward. If successful, the program will commence in the fall of 2023.

Dr. Fudge is in the process of developing an interdisciplinary Ethics minor and an Ethics certificate. Employers regularly cite the need for ethical training and so-called 'soft' skills of writing and reasoning, and we think that the Ethics minor/certificate would support both needs. The minor and certificate would introduce students to ethical theories and reasoning, taken in the Philosophy department, and applied ethics questions, often taken in their home department (e.g., biomedical ethics.)

C. Assessment

In the past five years, we have changed how we conduct assessment. Previously, we assessed PHIL 1000, PHIL 1120, and PHIL 1250 (our HU general education courses) and all of the courses that comprise the disjunctive breadth distribution in the major. Following the restructuring of our program, and on the advice of the Office of Institutional Effectiveness, we now assess the effectiveness of the major through assessing PHIL 4900.

Here is the current assessment schedule.

Semester	Core and Gen Ed Courses to be Assessed			
	PHIL 1000 Intro to Philosophy*	PHIL 1120 Contemporary Moral Problems**	PHIL 1250 Critical Thinking*	PHIL 4900 Capstone Seminar
Fall 2018		X		
Spring 2019	X		X	X
Fall 2019				
Spring 2020				X
Fall 2020		X		
Spring 2021	X		X	X
Fall 2021				
Spring 2022				X
Fall 2022		X		
Spring 2023	X		X	X

In the capstone (PHIL 4900), students are required to write an original philosophical paper and submit a portfolio consisting of three papers in each of our core areas: history of philosophy, value theory, and metaphysics/epistemology. The portfolio papers need not have been written for the corresponding upper division 'core' class (e.g., a paper from Philosophy of Mind that focused on metaphysics would suffice to fill the metaphysics/epistemology requirement.) The portfolio papers are not graded as part of the course but are assessed with our existing assessment instrument.

We have, however, struggled with assessing PHIL 4900. In Spring 2019 we had only one student complete the capstone, and the student in question had presented both disciplinary and pedagogical problems over the student's time at Weber, and this was reflected in the general quality of the student's work. In Spring 2020, the COVID-19 pandemic meant that all of the students enrolled in the course elected to withdraw and complete it in a later semester. Neither semester yielded actionable data.

Our assessment of our general education courses has consistently confirmed that we need no significant pedagogical or curricular changes. Our strategic plan additionally focuses on assessing general education with respect to completion rates and gender diversity. We have a target of 80% pass rates in all general education courses, and the previous five years show pass rates in the high 70%s, and trending in the correct direction.

Undergraduate Program Review

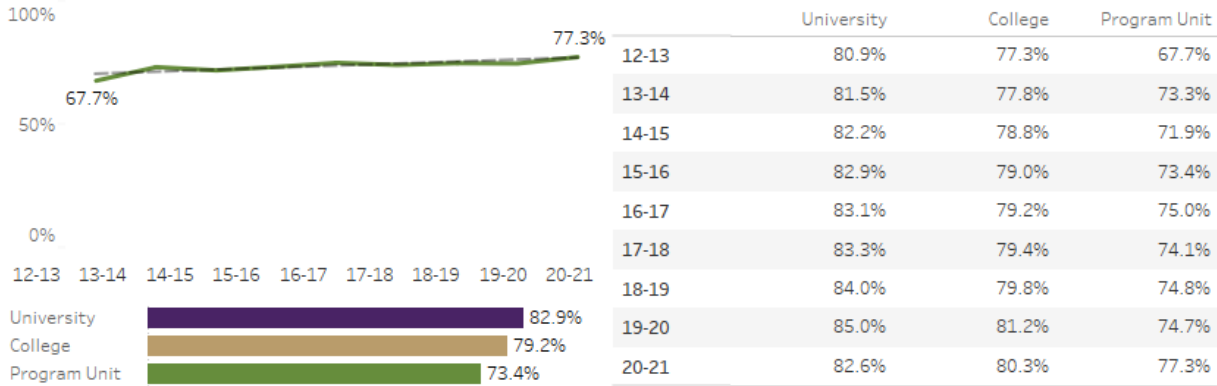
Completion and Outcome Distributions

Program Review Unit
Philosophy

Include Remedial/Developmental Courses?
Yes

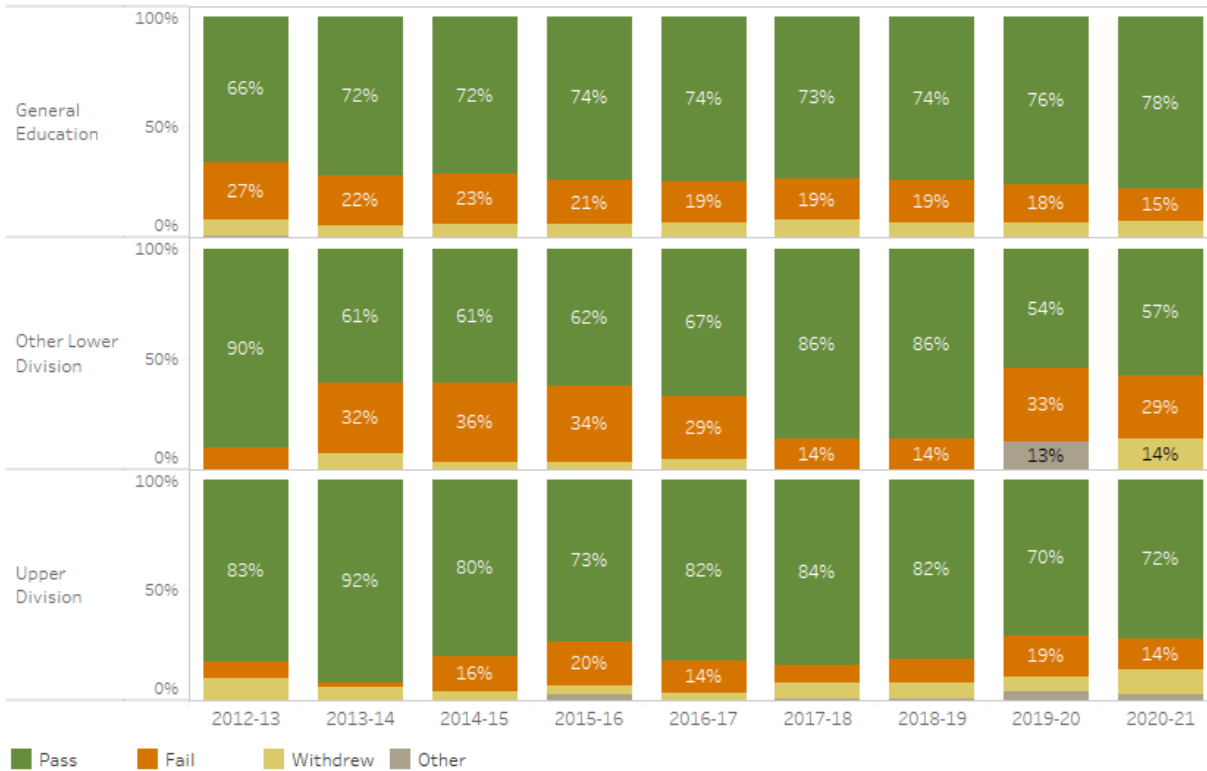
Data as of: 5/2/2021 7:18:07 AM

Completion Equal to 73% or Better (C or Better Grades)



Outcome Distributions

View Outcome Distributions By **Grade Category**



* On 1st June of every year the recent academic year will be updated

We are also tracking gender diversity. Philosophy as a discipline nationally is not diverse, with 26.3% of the APA membership identifying as female. At Weber State just under half of our enrolled students identify as women (45.2% lower division, 37.4% upper division); our targets are 50% in lower division courses and 40% in upper division. Data from the Office of Institutional Research indicates that PHIL 1250, Critical Thinking is an outlier, drawing a lower percentage of

women. We hypothesize that the difference stems in part from PHIL 1250's recent inclusion as a recommended elective in computer science, which historically draws more men.

Philosophy Course Enrollment by Gender by Academic Year

Academic Year	Course Sections Offered	Female Enrollment	Male Enrollment	Total Course Enrollments	% Female
2015-16	52	560	804	1364	41.1%
2016-17	54	546	754	1300	42.0%
2017-18	58	711	835	1546	46.0%
2018-19	64	634	792	1426	44.5%
2019-20	57	685	727	1412	48.5%
Grand Total	285	3136	3912	7048	44.5%

Philosophy Course Enrollment by Gender by Course Number (5 year snapshot.)

Philosophy Course Number	Course Sections Offered	Female Enrollment	Male Enrollment	Total Course Enrollments	% Female
1000	131	1883	2178	4061	46.4%
1120	53	697	603	1300	53.6%
1250	25	272	687	959	28.4%
2200	5	20	39	59	33.9%
2920	8	32	17	49	65.3%
Lower Division Totals		2904	3524	6428	45.2%

We designed the metrics that correspond to our strategic plan as three-year measures, and we will be revisiting the data and metrics in 2022.

Assessment of Graduating Students

Graduating students typically enroll in PHIL 4900 during their last semester or year at Weber State, so assessment of the capstone course and portfolio serves to assess their career at Weber State. Graduating student also are requested to complete an exit survey consisting of seventeen questions about their experiences in the program.

Students report being satisfied with the program overall. Their critical comments focus on the relatively sparse upper division course offerings, which we are now able to remedy given that we have a fourth line, and the relatively slow course rotation (core courses are offered every other year.) We have always been able to accommodate student requirements through liberal use of Directed Readings to replace courses when needed, but a shorter rotation would be beneficial. We restructured our course rotation in the fall of 2021 to incorporate new upper division courses, but it is still on a two-year cycle due to staffing requirements.

Standard D - Academic Advising

Advising Strategy and Process

All students who sign up to be a philosophy major or minor are directed to the program advisor for an orientation session at which all program requirements are discussed. Students are also provided both a program brochure and a graduation checklist they can use to ensure that they are on track for a timely graduation. Other topics, including course descriptions and career opportunities, are discussed at the student's request. Subsequent to this, all majors and minors are encouraged to meet with the program advisor at least once annually. Finally, all pending graduates are required to undergo a final progress check to ensure that they will have completed all requirements by their graduation date. For final graduation sign-off, students must complete an anonymous exit exam over ChiTester.

BIS students are also referred to the program advisor. Typically the advisor recommends upper division courses that cohere with their interests and graduation timeline.

Effectiveness of Advising

As part of their exit interviews, all graduating majors and minors are asked two questions about advising:

- (1) How frequently did you seek out advising in the department?
- (2) What is your overall impression of the quality and availability of advising within the department?

Most graduates report being satisfied with the quality and availability of advising within the department, although most also report rarely seeking out formal advising unless required for graduation. Students who do not seek out advising report that they felt that they did not need formal advising, either because informal conversations with teaching faculty were sufficient in guiding them, or that between Cattracks and the clear degree map they knew which courses to take.

Past Changes and Future Recommendations

By requiring graduation sign-off, and using that meeting to encourage students to fill out the exist interview we ensure that students undergo one more check on their graduation eligibility, as well as gain useful information on student perceptions of program effectiveness. Given student responses on their exit interviews (see above), we don't see a need to modify our advising process.

We do, however, want to expand the use of the portfolio to help students secure post-academic employment or post-graduate education. Philosophy graduates nationally typically enjoy great success in graduate school and law school as well as the private sector, but the degree can be a 'hard sell' to employers who are not quite sure what to make of it. We believe that the use of the portfolio, and perhaps Porfolium, will help our students to feel more confident as they enter the workforce with their degree.

Standard E - Faculty

Faculty Demographic Information

Name	Gender	Rank	Tenure Status	Highest Degree	Years of Teaching	Areas of Expertise
Fudge, Robert	M	Full	Tenured	Ph.D.	16	Ethics, Aesthetics, Philosophy of Economics
Greene, Richard	M	Full	Tenured	Ph.D.	20	Epistemology, Metaphysics, Philosophy of Popular Culture
Willard, Mary Beth	F	Associate	Tenured	Ph.D.	10	Metaphysics, History of Philosophy, Aesthetics
Neiman, Paul	M	Assistant	Tenure-track	Ph.D.	1	History of Philosophy, Philosophy of Love & Friendship.

* Eligible for promotion to full during the 2021-2022 academic year

Programmatic/Departmental Teaching Standards

The philosophy program adheres to the teaching standards of the college and university, as detailed in their respective rank and tenure documents. Course evaluations are administered over ChiTester for all sections and are reviewed by the department chair. Further, peer reviews and portfolio evaluations are conducted as part of the promotion and tenure-granting process. The program director reviews adjunct faculty on an annual basis, and these reviews are stored in the adjunct faculty members' files.

For purposes of tenure, faculty are evaluated according to the College of Social and Behavioral Sciences tenure document, which requires that faculty receive a rating of at least "good" in teaching. The definitions of the ratings for teaching are as follows (from the S&BS Policy on Tenure):

"The candidate will normally be rated unsatisfactory when evaluations by students and peers indicate that he/she has 6 consistently been lacking competence as a teacher, when there is minimal evidence that the candidate has made innovations to course material and teaching methods, and when the candidate has neither addressed nor reduced any substantial deficiencies in teaching performance noted in a previous review.

The candidate will normally be rated satisfactory when evaluations by students and peers indicate that he/she has consistently been teaching at a level of competence, there is evidence that the candidate has made few innovations to course material or teaching methods, and that he/she has taken action to address any substantial deficiencies in teaching performance noted in a previous review.

The candidate will normally be rated good when evaluations by students and peers indicate that he/she has consistently been teaching above the level of competence, there is evidence that the candidate has made some worthwhile innovations to course material and teaching methods, and that he/she has addressed and reduced any substantial deficiencies in teaching performance noted in a previous review.

The candidate will normally be rated excellent when evaluations by students and peers indicate that he/she has consistently been an outstanding teacher, and there is evidence that the candidate has made substantial and beneficial innovations to course material and teaching methods."

For purposes of rank, faculty must achieve a rating of at least satisfactory in teaching to be promoted to associate professor and good to be promoted to full professor, as defined by the WSU Policies and Procedures Manual, 8-11.IV.

Faculty Qualifications

As required by PPM8-11.III.B, all full-time tenure-track faculty in the College of Social and Behavioral Science must hold a terminal degree in their field, which for philosophy is the Ph.D.

Faculty & Staff (current academic year)

	Tenure	Contract	Adjunct
Number of faculty with Doctoral degrees	4		2
Number of faculty with Masters degrees			1
Number of faculty with Bachelors degrees			
Other Faculty			
Total	4		3

Faculty Scholarship (2017-2021)

Dr. Robert Fudge

Publications

- "Aesthetic Consolation in an Age of Extinction," *Philosophical Papers*, 50:1-2, 141-162, DOI: 10.1080/05568641.2021.1952105
- "Sympathy, Principles, and Conscience: Getting to the Heart of Huck Finn's Moral Praiseworthiness," *Mark Twain and Philosophy*, ed. Alan Goldman (Rowman & Littlefield, 2017), pp. 30-39.

Presentations

- "The Creature Reads the Classics: The Beautiful Soul and Physiognomy in Mary Shelley's *Frankenstein*," Modern Language Association Rocky Mountain Division annual meeting (October 2021).
- "On the Beauty of Systems: The Relevance of Adam Smith's Aesthetics for Reflecting on the Current Environmental Crisis," accepted to the 2020 International Adam Smith Society conference in Tokyo (March 2020). Conference was cancelled while I was in Tokyo (blind reviewed).
- "Dignity and Sublimity in Smith and Kant," the International Adam Smith Society meeting (January 2019)
- "Aesthetic Consolation in the Face of the Sixth Mass Extinction," the North Carolina Philosophical Association annual meeting (February, 2017)

Dr. Richard Greene

Publications

1. *Punk and Philosophy* (Popular Culture & Philosophy Series), R. Greene and J. Heter (Eds.), Carus Books (forthcoming Fall 2022).
2. "Use of Ethical Theory and Research in Ethics Bowl Preparation" in *The Ethics Bowl Way*, R. Israeloff and K. Mizell (Eds.) Rowman & Littlefield (forthcoming 2022).
3. *The Ultimate Supernatural and Philosophy* (Popular Culture & Philosophy Series), R. Greene (Ed.), Carus Books, (forthcoming Fall 2021).
4. *Conspiracy Theories in the Time of Coronavirus* (co-authored with R. Robison-Greene), Carus Books (forthcoming Spring 2022).
5. "Lyra, A Spyglass, and Bears!" in *His Dark Materials and Philosophy* (Popular Culture & Philosophy Series), R. Greene & R. Robison-Greene (Eds.), Open Court Publishers Press (Fall 2020).
6. *His Dark Materials and Philosophy* (Popular Culture & Philosophy Series), R. Greene & R. Robison-Greene (Eds.), Open Court Publishers Press (Fall 2020). This is an updated and expanded edition of our *The Golden Compass and Philosophy*. It contains a number of new articles and additional front-matter.
7. "Science Fiction and the Multiple Engagement Paradox of Spoilers" in *Proceedings of the 2019 Science Fictions, Popular Culture Academic Conference*, Slater, T. F., & Cole, C. J. (Eds), Hilo: Pono Publishing (Spring 2020).

8. *Conspiracy Theories: Philosophers Connect the Dots*, R. Greene & R. Robison (Eds.), Open Court Publishers Press (Spring 2020).
9. *Spoiler Alert! It's a Book about the Philosophy of Spoilers*, Open Court Publishers Press (Spring 2019).
10. "The United States of Gilead?" in *The Handmaid's Tale and Philosophy* (Popular Culture & Philosophy Series), R. Robison-Greene (Ed.), Open Court Publishers Press, (Fall 2018).
11. *Westworld and Philosophy* (Popular Culture & Philosophy Series), R. Greene & J. Heter (Eds.), Open Court Publishers Press, (Fall 2018).
12. "Persuade Me Once, Shame on Me..." in *Scott Adams and Philosophy* (Popular Culture & Philosophy Series), D. Yim, G. Foresman & R. Arp (Eds.), Open Court Publishers Press, (Fall 2018).
13. *Twin Peaks and Philosophy* (Popular Culture & Philosophy Series), R. Greene & R. Robison (Eds.), Open Court Publishers Press, (Spring 2018).
14. "My Sister, My Self" in *American Horror Story and Philosophy* (Popular Culture & Philosophy Series), R. Greene & R. Robison (Eds.), Open Court Publishers Press, (2017).
15. *American Horror Story and Philosophy* (Popular Culture & Philosophy Series), R. Greene & R. Robison (Eds.), Open Court Publishers Press, (2017).
16. "What Elliot Doesn't Know Won't Kill Us (Or Will It?)" in *Mr. Robot and Philosophy* (Popular Culture & Philosophy Series), R. Greene & R. Robison (Eds.), Open Court Publishers Press, (2017).
17. *Mr. Robot and Philosophy* (Popular Culture & Philosophy Series), R. Greene & R. Robison (Eds.), Open Court Publishers Press, (2017).

Presentations

1. "Spoiling and Social Protest" presented at the Annual Meeting of the Popular Culture Association; Spring 2021.
2. "Philosophy, Pop Culture, and Spoilers" invited paper 2021 Philosophy Series, Texas A&M University—Commerce, March 2021.
3. "The Tricky Metaphysics of Spoilers" presented at the 13th Annual Intermountain Philosophy Conference held at Utah Valley University, November 2019.
4. "Science Fiction and the Multiple Engagement Paradox of Spoilers" presented at the *2019 Science Fictions, Popular Culture Academic Conference*, September 2019.
5. "The Tricky Metaphysics of Spoilers" presented at the Annual Meeting of the Popular Culture Association; Spring 2019.
6. Chaired session on applied ethics and political philosophy at the Annual Meeting of the Association for Practical and Professional Ethics; Spring 2019.
7. "A Reply to Piven" comments delivered at the Pacific Division meeting of the American Philosophical Association; Spring 2018.
8. . Chaired session on civil disobedience at the Annual Meeting of the Association for Practical and Professional Ethics; Spring 2018.
9. . Workshop Leader; Kuwait Forum for Practical and Professional Ethics Workshops on Sorting Out Moral Issues in the Workplace, Kuwait City; Fall 2017.

Dr. Mary Beth Willard

Publications

Books

Willard, Mary Beth. 2021, *Why It's OK to Enjoy the Art of Immoral Artists*. Routledge.

Peer-Reviewed Articles/Chapters

Willard, Mary Beth. "Reclaiming the Paradox of Fiction." *Debates in Aesthetics*, Vol 14. No.1 (2019), pp. 30-44.

Willard, Mary Beth. "When Public Art Goes Bad: Two Competing Features of Public Art." *Open Philosophy*, Vol. 2, No. 1 (2019), pp. 30-43.

Willard, Mary Beth. 2018. "**Sign**: A Case Study in Learning the Philosophy of Language through Games." *Teaching Philosophy* (DOI: 10.5840/teachphil201882993)

Willard, Mary Beth. 2017. "Sympathy for the Devil Inside" in *Critical Approaches to Literature: Moral*. Salem.

Willard, M.B. 2016. "Paradigms and Philosophical Progress" in *The Palgrave Handbook to Philosophical Methods*. 112-132. Palgrave Macmillan.

Willard, Mary Beth. 2016. "Vandals or Visionaries? The Ethical Criticism of Street Art," *Essays in Philosophy*: 95-124. Vol. 17: Iss. 1, Article 6.

Presentations

"Pussyhat Rag", Feminist Caucus Panel on Art and Aesthetics in the 2017 Women's March, American Society for Aesthetics Annual Meeting, November 18, 2017.

"Fearless Girl: A Case Study", as ASA-sponsored speaker at: Summer Program for Women in Philosophy, UC San Diego, June 29-30, 2017; and Rutgers Summer Institute for Diversity in Philosophy, Rutgers University, August 1, 2017.
"The Second Time Around: Transformative Experience and Resilience," Philosopher's Cocoon Philosophy Conference, October 8-9, 2016.
"Pseudoscience, Fiction, and the Demarcation Problem", American Philosophical Association Eastern Division Meeting (Main Program). Washington, DC, January 6-9, 2016 and at University of Nevada, Las Vegas (January 29, 2016.)

Dr. Paul Neiman (hired 2020)

Publications

- "Inclusive Communitarianism and Immigration," *Social Theory & Practice*, accepted August 4, 2021, publication forthcoming.
- "Albert Camus' Philosophy of Love," *Philosophical Investigations*, 44:3 (2021), 318-338.

Mentoring Activities

We have no formal mentoring activities. Our program is small, and our most recent hire came to us with thirteen years of academic experience, including a stint as chair of the philosophy department at St. Cloud State. Mentoring has consequently been conducted informally, as junior faculty come up for review.

Diversity of Faculty

The discipline of philosophy is notoriously non-diverse. In a 2020 report by the American Philosophical Association, of the 1996 members (of 7,211) who reported their gender, only 525 (26.3%) identify as female. 25% of our tenure-stream faculty (1 of 4) are women, and all of our adjuncts are men. Given the small size of the program, opportunities for diversification are hard to come by. Our priority with respect to diversity lies in achieving gender balance in our student demographics.

Ongoing Review and Professional Development

As required by both university and college standards, our full-time faculty undergo regular reviews. These consist of annual reviews submitted to our department chair and formal third-year, tenure, and post-tenure reviews. Tenure reviews typically occur during the faculty member's fifth or sixth year, and post-tenure reviews occur every five years after receiving tenure.

Adjunct faculty are reviewed annually by the Program Director. These reviews serve as the basis for continued employment, as well as for deciding how many classes to offer each adjunct each semester.

All faculty are encouraged to engage in professional development activities, including attending conferences, attending on-campus teaching workshops, etc.

Dr. Robert Fudge

- Recipient of the 2019 Dello G. Dayton award for service to the College, Department and University.
- Recipient of the 2019 Rod Julander Award to support the purchase of research materials and to help cover conference travel costs (specifically for the International Adam Smith Society conference in Tokyo, March 2020).
- College of Social & Behavioral Sciences Faculty Development Grant (fall 2018), used to buy out a class to have time to produce, record, and edit 20 lecture videos for my critical thinking text.

Dr. Richard Greene

- Developed a podcast: <https://ithinkthereforeifan.com>. Produced 60 episodes since our launch in 2018 (56 prior to Spring 2021). The topic is pop culture and philosophy, and we consider this to be primarily a resource for our students.

- Jennings Olson Award 2017, awarded by the Weber State University College of Social and Behavioral Sciences
- RSPG Grant to travel to Ghana with a group from Weber Health Professions (2018)

Dr. Mary Beth Willard

- Participated in Course Review, WSU Online (AY2018-2019.)
- Network member of the teaching-focused Philosophy as a Way of Life initiative at the University of the Notre Dame (2019-2020.) Presented on innovative classroom techniques (2019) and how to teach effectively online (2020.)
- Experiential Learning Grant (fall 2020) for unfolding case study (with Dr. Neiman.)

Dr. Paul Neiman

- Experiential Learning Grant (fall 2020) for unfolding case study (with Dr. Willard.)

Evidence of Effective Instruction

i. Regular Faculty

Course evaluation data cannot be disaggregated from the department as a whole (including political science course evaluation data). However, faculty members do self-report their teaching evaluation data during 3rd year, tenure, promotion, and post-tenure reviews. Additionally, faculty members submit supplementary teaching materials, including teaching statements, sample syllabi, sample assignments, and evidence of teaching innovations. Finally, effectiveness of instruction can be inferred from the course assessments we conduct on our core and general education courses (see Standard C above for a summary).

ii. Adjunct Faculty

The program director reviews each adjunct faculty member annually, using standards developed by the Department of Political Science and Philosophy. Specifically, each class is evaluated on the basis of how well it is structured, the quality and quantity of student/teacher interaction, its content, and the quality of instructional delivery. All three of our current adjuncts perform at a high level, and we are fortunate that all of our adjuncts have been at Weber State for a long time.

Standard F – Program Support

Support Staff, Administration, Facilities, Equipment, and Library

Adequacy of Staff

The department has one full-time Administrative Specialist who supports both political science and philosophy faculty. The department has a department chair, and the philosophy program has a separate coordinator who handles scheduling, advising, and other administrative duties.

During the review period we have had several excellent administrative assistants:

- Ms. Nicole Gabor (July 2016-November 2017)
- Ms. Sarah Anderson (Jan 2018 – April 2020)
- Ms. Carly Bentley (May 2020-August 2020)
- Ms. Patricia Burton (September 2020 – November 2021.)

All have had access to training through Trainer Tracker, and the university provides numerous training classes for administrative assistants on everything from Budgets to Cattracks. Ms. Anderson successfully completed her bachelor's degree while employed.

Our admins have reported good job satisfaction, but the low pay offered makes it hard to retain them and was the principal factor in Ms. Gabor, Ms. Bentley, and Ms. Burton taking other positions. The department admin position will be combined in our current search with the admin position for the Richard Richards Institute, which will move the position from an 11-month contract (0.92 FTE) to a 12-month contract and raise the salary accordingly.

Adequacy of Administrative Support

The program has benefitted from sustained, positive support from the Development Office, the Dean's office, and the offices of the Provost and President. Our experiences in developing the philosophy, politics, and economics program suggest, however, that there is a need for a similar level of support for the formation of new interdisciplinary initiatives, especially given that those new programs will need to be assessed independently.

The College now maintains three academic advisors, who advise students on degree mapping and on choosing majors/minors. Our interactions with them have been fruitful and positive.

Adequacy of Facilities and Equipment

Philosophy is housed in the new (as of 2019) Lindquist Hall, and the physical plant is fantastic. All of our classrooms are smart classrooms equipped with computers, projection equipment, and Internet access.

The College provides funding for technology, so we don't have a line item for technology in our budget. Funding for office computing is adequate, although we did have some delays in procuring needed equipment (webcams, hard drive) following the COVID-19 pandemic. Our college has a dedicated technology support person who has also assumed primary responsibility for updating and maintaining the classrooms, including the massive transition to incorporating cameras and streaming capability in most of the classrooms; it's plausible that another support person would be helpful for the college.

Adequacy of Library Resources

The Stewart Library at Weber State University provides a broad range of information resources and services on both the Ogden and Davis campuses. Collections include print, electronic, and audio-visual materials as well as an increasingly large number of electronic databases. Day, evening, and weekend hours are maintained to accommodate patron needs at both campuses. Off-campus access to resources and services is available twenty four hours a day, seven days a week through the library's website: <http://library.weber.edu>.

To ensure that the library's online and on-site resources are relevant to curricular needs, a librarian is assigned to each college. These subject librarians collaborate with faculty in developing the collection and consult regularly with

them to assess their library needs. In addition to their collection management and faculty liaison responsibilities, subject librarians provide course-integrated instruction to inform students and faculty of library resources and services available in their areas of interest.

The Stewart Library maintains an up-to-date core collection of print monographs and edited collections that compares very favorably with collections at similar institutions that support an undergraduate major in philosophy. For materials not available in our collection, the library provides an effective and efficient automated interlibrary loan service with an average turnaround of three to seven days. In addition, through the library's membership in the Utah Academic Library Consortium (UALC), students and faculty at Weber State University have borrowing privileges at all other academic libraries in Utah.

The library also maintains subscriptions to a representative core collection of journals in philosophy and related fields, with a special emphasis on titles that support undergraduate research and instruction. Access to the scholarly literature in philosophy is also supported by electronic subscriptions to various indexing and abstracting services, including Philosopher's Index. In addition, as a member of UALC, the library provides access to a growing collection of electronic journals in philosophy, including those available through EBSCO's Religion & Philosophy Collection, Project Muse, and JSTOR. Off-campus access to these electronic resources is available to students, staff, and faculty twenty-four hours a day, seven days a week through the library website. For articles not available in print or electronic form directly through the library, our interlibrary loan service is able to deliver a majority of requested articles in electronic form within twenty-four to forty-eight hours.

In sum, the Stewart Library meets the needs of the philosophy program at Weber State. The library is also committed to working closely with the philosophy faculty in order to maintain and (as circumstances allow) enhance that level of support.

Standard G - Relationships with External Communities

Description of Role in External Communities

The philosophy department is active in the broader Northern Utah community, activating philosophical engagement beyond the classroom. The Richard Richards Institute, under the leadership of Dr. Greene and in partnership with the philosophy club, has sponsored fifteen “ethics slams” at local cafes in Ogden and Logan. An ethics slam is a moderated open mic discussion on a popular issue in applied ethics. Various topics have included the #metoo movement and gun control. They typically bring in around 30-50 community members. During the pandemic, the slams continued on Zoom.

Dr. Greene helped organize the Utah High School Ethics Bowls and served on the steering committee for the national competition. He is also co-director of the Utah Prison Ethics Bowl program, which met weekly with inmates at two Utah correctional facilities until the pandemic shut down the program.

The philosophy club (coordinated by Dr. Willard and then Dr. Williams) worked with the extended day teachers at the Melba S. Lehner Children’s School to present Philosophy for Tots in 2018-2020. Students followed the model developed by Thomas Wartenberg (Mt. Holyoke) which introduces philosophical themes through children’s literature. Undergraduates would first read a book (e.g., *Frog and Toad are Friends*) to the kindergartners, and then facilitate breakout groups where the children would be led through short philosophical investigations (“what does it mean to be a good friend?”) The session would conclude with an art project. The project abruptly concluded with the pandemic, but we hope to restart it once it is permissible to have visitors in the classrooms.

Dr. Willard has also spoken at community-oriented education events, including a panel on free speech in fall 2021, a CSBS-sponsored community class on political polarization (spring 2021), once at Onstage Ogden (fall 2019) on the musical theory of Descartes and twice at SSEC, a continuing education course for high school teachers.

Dr. Willard and Dr. Fudge are both members of the American Society for Aesthetics, and Dr. Fudge is a member of the International Adam Smith Society.

In community work adjacent to philosophy, Dr. Fudge serves on the board of Onstage Ogden, a non-profit which brings classical music and dance to the Ogden area.

Summary of External Advisory Committee Minutes

The philosophy department does not have an external advisory committee.

Community and Graduate Success

The philosophy department does not at this time have a formal plan to keep track of graduates and their success after they’ve graduated. We informally know of students who have gone onto promising careers in business and in law, but we do not have a formal system for maintaining relationships with graduates.

Standard H – Program Summary
 Results of Previous Program Reviews

Elements to consider (remove this text box from the submitted self-study):

- The program should show how recommendations from the most previous program review have been implemented and what effect those associated changes had on the program.
- If any recommendations were not implemented, the program should explain why they were not acted upon.

Problem Identified	Action Taken	Progress
Issue 1: Philosophy department needs another full-time tenure-track line.	Previous 5 Year Program Review:none	We have a fourth tenure-track position.
	Year 1 Action Taken:	
	Year 2 Action Taken: Approved for a fourth line (Dean Harrold); hired Dr. Valerie Williams	
	Year 3 Action Taken:	
	Year 4 Action taken: Hired Dr. Neiman (following Dr. William’s departure.)	
Issue 2: Faculty should explore more possibilities for offering team-taught, interdisciplinary programs.	Previous 5 Year Program Review: none	We have developed several interdisciplinary courses and two one-off, team-taught Honors courses.
	Year 1 Action Taken:	
	Year 2 Action Taken:	
	Year 3 Action Taken:	
	Year 4 Action taken:	

Summary Information (as needed)

Our previous program review followed the 2011 report’s recommendation for a fourth line, as three lines meant that our upper division course offerings were significantly constrained by the need to ensure that our core courses were covered, and that any opportunities to teach innovative courses outside of the program critically impacted our program. Dean Harrold approved the fourth line in the fall of 2017, and we decided to use the line to hire a historian, first Dr. Valerie Williams, who taught here for two years before taking another position, and now Dr. Paul Neiman. Having a specialist in the history of philosophy is of great benefit to our students and Dr. Neiman also brings a . Environmental

Philosophy carries a sustainability designation and supports the mission of SPARC and other environmental/green initiatives on campus. Philosophy of Economics (spring 2022) will form the cornerstone of the proposed philosophy, political science, and economics major. Dr. Neiman is developing a course on justice, race, and gender that we anticipate will be part of the regularly taught curriculum. As noted previously, Dr. Fudge and Dr. Willard have both pursued team-taught interdisciplinary courses as one-off courses pursued through Honors. We have not pursued WSU courses. While we support WSU courses, the fact is that our department relies heavily on general education courses for its continued existence, and the WSU courses would detract from our ability to offer our general education courses.

The previous review also mentioned the possibility of securing a half-time position for the Richard Richards Institute. This hasn't happened, but Dr. Green is now the Director of the Institute, and the Ethics minor/certificate in progress results from work done by the board to collect data on ethics courses across the curriculum.

Action Plan for Ongoing Assessment Based on Current Self Study Findings

Action Plan for Evidence of Learning Related Findings

Problem Identified	Action to Be Taken
Our number of majors is small, and this affects our upper division course offerings. We can fill only five upper division courses reliably, but a student who develops an interest in an introductory course may have to wait a year and a half to take the upper division course that interests them.	<ul style="list-style-type: none"> • Develop new courses (e.g., environmental philosophy, philosophy of gender & race) and initiatives to draw students in from other colleges/majors. • Increase equity/diversity in course syllabi • Establish a greater presence on campus through talks, debates, promotional events, and philosophy club activities. • Encourage students in general education courses to enroll as second majors and minors, which will increase demand for upper division courses.
We do not know our graduates' plans or where they end up, except informally.	<ul style="list-style-type: none"> • Collect contact information at graduation sign-off. • Establish procedure for following up with graduates.
Graduates are often uncertain about how to market themselves to employers.	<ul style="list-style-type: none"> • Establish portfolio-creation and maintenance procedure as part of the Capstone course (e.g., Portfolium)
General education course offerings (online, F2F, etc.) do not adequately meet student demand (e.g., the mismatch between reality and expectations in AY2020-2021.)	<ul style="list-style-type: none"> • Work with Institutional Effectiveness to optimize the timing/location of Gen Ed classes.
The program's mission statement only indirectly supports the college and university mission statements, especially with respect to equity and diversity.	<ul style="list-style-type: none"> • Revise program's mission statement as appropriate.

As always, we hope to grow the major. The fourth line gives us the ability to offer more courses, but in order for the courses to fill, we need more students taking upper division courses. As second majors and minors also will need upper division courses, our focus should be first on getting interested students to take another philosophy course. We also need to help our graduates prepare to market themselves to potential employers and doing so should indirectly help increase the number of majors by increasing the perception of the value of philosophy.

As mentioned previously, we believe there may be a mismatch between the courses that we offer and student demand. We first became aware of this during the COVID-19 pandemic semesters, in which it was widely assumed that students preferred face-to-face instructions but online courses were perceived to be in greater demand as the semester commenced. We also suspect that we could fill more PHIL 1250 sections now that computer science recommends the course as a preferred way of fulfilling the HU requirement. We hope to work with Institutional Effectiveness/Research to determine the best way to offer classes that meet our students' needs.

Action Plan for Staff, Administration, or Budgetary Findings

Problem Identified	Action to Be Taken
Administrative assistant turnover is high.	The pay scale is out of our direct control, but we can advocate for higher pay for admins when the opportunity presents itself.
Lack of university-level support for interdisciplinary initiatives.	Continue to advocate for support for interdisciplinary opportunities.

We know that as a program within a department we are not in a position to do much to improve pay for administrative assistants, but we note it here as a prime driver of turnover. Our staff is often the ‘face’ of Weber to our students, and administrative assistants are often repositories of institutional memory, the ones who know whom to call to fix problems, or how best to get things to work. Higher pay would mean less turnover and less time lost to hiring and retraining staff.

The university is promoting interdisciplinary initiatives, as seen in the creation of the new position of director of interdisciplinary collaboration, but if programs are going to commit time, personnel, and energy to interdisciplinary initiatives there must be some financial and institutional support beyond what is available at the college level. This is especially important in the case of proposals like our cross-college proposal for the philosophy, politics and economics major, which requires no additional resources for courses but would require a course release for the program coordinator, who would have to write a strategic plan in addition to biennial reports and five-year reviews. Colleges alone do not have the funds for course releases (especially for professors who might well be in *other* colleges), and so some university-level support seems to be necessary as seed funding.

APPENDICES

Appendix A: Student and Faculty Statistical Summary

(Note: Data provided by Institutional Effectiveness. This is an extract from the Program Review Dashboard and shows what will be sent to the Boards of Trustees and Regents)

Philosophy	2016-17	2017-18	2018-19	2019-20	2020-21
Student Credit Hours Total ¹	11,069	11,502	10,574	10,314	6,405
Philosophy	3,890	4,622	4,263	4,180	2,733
Political Science	7,179	6,880	6,311	6,134	3,672
Student FTE Total ²	368.97	383.40	352.47	343.80	213.50
Student Majors ³ (Phil Only)	15	22	22	28	26
minors	17	14	12	15	13
Program Graduates ⁴ (Phil only)					
Associate Degree	n/a	n/a	n/a	n/a	n/a
Bachelor Degree	2	3	4	5	1
Student Demographic Profile ⁵					
Female	5	8	6	7	10
Male	10	14	16	21	16
Faculty FTE Total ⁶ (Dept)	16.53	14.57	16.08	15.62	n/a
Adjunct FTE	6.59	6.16	6.59	6.35	n/a
Contract FTE	9.94	8.41	9.49	9.27	n/a
Student/Faculty Ratio ⁷	22.32	26.31	21.92	22.01	n/a

In the 2016-2021 time period, there are additionally 13 students pursuing philosophy as a second major.

Appendix B:

Faculty (current academic year)

	Tenure and tenure-track	Contract	Adjunct
Number of faculty with Doctoral degrees	4		2
Number of faculty with Master's degrees			1
Number of faculty with Bachelor's degrees			
Other Faculty			
Total	4		3

Contract/Adjunct Faculty Profile

Name	Rank	Tenure Status	Highest Degree	Years of Teaching	Areas of Expertise
Marc Nelson	Adjunct	Not eligible	M.A.	Spring 2012-present	PHIL 1000, PHIL 1120, PHIL 2920
Jason Goltz	Adjunct	Not eligible	Ph.D.	Spring 2014-present	PHIL 1000, PHIL 1120, PHIL 1250
Wilson Underkuffler	Adjunct	Not eligible	Ph.D.	Fall 2018-present	PHIL 1000, PHIL 1120
Dan Molter	Visiting Assistant Professor	Not eligible	Ph.D.	Fall 2019-Spring 2020.	Philosophy of Science
Jeffrey Wood	Adjunct	Not eligible	Ph.D.	Fall 2020	PHIL 1000
Rachel Robison-Green	Adjunct	Not eligible	Ph.D.	Fall 2011-Fall 2020	PHIL 100, PHIL 1120, PHIL 1250

Our adjuncts provide additional coverage of our general education courses, especially on the Davis and Farmington campuses, and in the evening. We are proud of their long tenure at Weber. Mr. Nelson also runs the summer study abroad program (with his wife, Dr. Katie Nelson in History) and is often noted in our exit survey as a fantastic instructor.

Appendix C: Staff Profile

Name	Job Title	Years of Employment	Areas of Expertise
Patricia Burton	Administrative Assistant	September 2020- November 2021	General Office Administration
Carly Bentley	Administrative Assistant	May 2020-August 2020	General Office Administration
Sarah Anderson	Administrative Assistant	January 2018-April 2020	General Office Administration
Nicole Gabor	Administrative Assistant	July 2016-November 2017	General Office Administration

Summary Information (as needed):

As of November 8, 2021, the political science and philosophy department is without an administrative assistant. Ms. Burton took a promotion and moved to another department within Weber State. We are currently in the process of hiring a new administrative assistant, who will also assist with the Richard Richards Institute, bringing the position to 1.0FTE from 0.92 FTE.

Appendix D: Financial Analysis Summary
 (This information will be provided by the Office of Institutional Effectiveness)

Philosophy and Political Science					
Funding	16-17	17-18	18-19	19-20	20-21
Appropriated Fund	1,011,881	985,977	1,037,019	1,078,552	1,125,681
Other: IW Funding from CE	192,352	189,798	184,225	172,650	170,470
Special Legislative Appropriation					
Grants or Contracts					
Special Fees/Differential Tuition	0	0	0	0	0
Total	\$1,204,233	\$1,175,775	\$1,221,244	\$1,251,202	\$1,296,151

Student FTE Total	368.97	383.40	352.47	343.80	213.50
Cost per FTE	\$3,264	\$3,067	\$3,465	\$3,639	\$6,071

Summary Information (as needed)

Note that the above information is aggregated by department, not program, and so includes political science.

Appendix E: External Community Involvement Names and Organizations

Name	Organization
Robert Fudge	Onstage Ogden

Appendix F: Site Visit Team (both internal and external members)

Name	Position	Affiliation
Dr. Chris Weigel	Professor of Philosophy	Utah Valley University
Dr. Jenny Kokai	Associate Professor of Theatre	Weber State University

Appendix G: Evidence of Learning Courses within the Major
 (use as a supplement to your five-year summary, if needed. Be sure to delete the sample text before using)

There were 8 students in the Phil 4900: Capstone course in Spring 2021. 7 submitted complete portfolios; 8 submitted capstone papers.

Evidence of Learning: Courses within the Major PHIL 4900 Senior Capstone Seminar, Spring 2021					
Measurable Learning Outcome Students will...	Method of Measurement Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<u>Topical Knowledge:</u> Demonstrate an understanding of the basic issues and terminology in the following areas: logic, metaphysics, epistemology, and ethics.	Measure 1: Students complete a Capstone paper on a topic of their choice. Measure 2: Students complete a portfolio of papers covering metaphysics/epistemology, value theory, and history of philosophy.	Measure 1: At least 80% of students will successfully complete Capstone paper. Measure 2: At least 80% of students will successfully complete the portfolio.	Measure 1: 8 of 8 students passed the Capstone paper, with an average of 2.25 on a 3 point scale (proficiency is anything higher than 1.0). Measure 2: 7/7 students passed the portfolio, with an average of 2.16 on a 3-point scale.	On average, students exceeded proficiency for topical knowledge in both the capstone papers and the overall portfolio	No curricular or pedagogical changes needed at this time.
<u>Critical Thinking:</u> Demonstrate the ability to distinguish between and assess the strength of arguments and explanations.	Measure 1: Reasoning skills evaluated in capstone paper on a topic of their choice. Measure 2: Reasoning skills evaluated in portfolio of papers.	Measure 1: At least 80% of students will demonstrate the ability to construct and defend plausible arguments in support of their main thesis.	Measure 1: 8/8 students passed the Capstone paper, with an average of 2.25 on a 3 point scale (proficiency is anything higher than 1.0).	On average students exceeded proficiency for critical thinking in both the capstone papers and the overall portfolio.	No curricular or pedagogical changes needed at this time.

**Evidence of Learning: Courses within the Major
PHIL 4900 Senior Capstone Seminar, Spring 2021**

Measurable Learning Outcome Students will...	Method of Measurement Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
		Measure 2: At least 80% of students will demonstrate the ability to construct and defend plausible arguments in support of their main thesis.	Measure 2: 7/7 students passed the portfolio, with an average of 2.16.		
<u>Reading Comprehensions:</u> Demonstrate the ability to explain, interpret, and evaluate philosophical texts.	Measure 1: Explicative, interpretive, and evaluative skills are evaluated in capstone paper on a topic of their choice. Measure 2: Explicative, interpretive, and evaluative skills evaluated in portfolio.	Measure 1: At least 80% of students will demonstrate the ability to accurately explain, interpret, and evaluate philosophical texts. Measure 2: At least 80% of students will demonstrate ability to accurately explain, interpret, and evaluate philosophical texts.	Measure 1: 8/8 students passed the Capstone paper average of 2.38 on a 3 point scale (proficiency is anything higher than 1.0). Measure 2: 7/7 students passed the portfolio, with an average of 2.11.	On average, all students exceeded proficiency for reading comprehension in both the capstone paper and the portfolio.	No curricular or pedagogical changes needed at this time.
<u>Writing:</u> The ability to present ideas clearly and with minimal grammatical and other writing errors.	Measure 1: Writing skills assessed in capstone paper. Measure 2: Writing skills assessed in portfolio papers.	Measure 1: At least 80% of students will demonstrate the ability to present ideas clearly and with minimal grammatical and other writing errors.	Measure 1: 8/8 students passed the Capstone paper average 2.50 on a 3 point scale (proficiency is anything higher than 1.0).	All students exceeded proficiency for writing mechanics in both the capstone paper and the portfolio.	No curricular or pedagogical changes needed at this time.

**Evidence of Learning: Courses within the Major
PHIL 4900 Senior Capstone Seminar, Spring 2021**

Measurable Learning Outcome Students will...	Method of Measurement Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
		Measure 2: At least 80% of students will demonstrate the ability to present ideas clearly and with minimal grammatical and other writing errors.	Measure 2: 7/7 students passed the portfolio, with an average of 2.47.		
<u>Writing:</u> The ability to conduct research in accordance with generally accepted standards within the discipline.	Measure 1: Students will demonstrate ability to research, document, and cite sources in capstone paper. Measure 2: Students will demonstrate ability to research, document and cite sources in portfolio papers.	Measure 1: At least 80% of students will demonstrate the ability to research, document, and cite sources in capstone paper. Measure 2: At least 80% of students will demonstrate the ability to research, document, and cite sources in capstone paper.	Measure 1: 8/8 students passed the Capstone paper, with an average 2.50 on a 3 point scale (proficiency is anything higher than 1.0). Measure 2: 5/5 students passed the portfolio with an average of 2.83.	All students exceeded proficiency for writing: research standards in both the capstone paper and the portfolio of papers. Note that not all portfolio papers included assignments that aimed to fulfill this learning outcome.	No curricular or pedagogical changes needed at this time. Given that only the capstone paper is necessarily aimed at addressing this MLO, we may consider restricting assessment of this MLO to the capstone paper.
<u>Writing:</u> The ability to write in a way that reflects careful attention to language, logic, and subtleties of reasoning.	Measure 1: Writing skills assessed in capstone paper. Measure 2: Writing skills assessed in portfolio papers.	Measure 1: At least 80% of students will demonstrate the ability to present ideas clearly with careful attention to language, logic, and	Measure 1: 8/8 students successfully demonstrate this learning outcome in capstone papers, with an average of	Measure 1: all students successfully demonstrated the ability to present ideas clearly with careful attention to	Measure 1: No curricular or pedagogical changes needed at this time.

**Evidence of Learning: Courses within the Major
PHIL 4900 Senior Capstone Seminar, Spring 2021**

Measurable Learning Outcome Students will...	Method of Measurement Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
		<p>subtleties of reasoning.</p> <p>Measure 2: At least 80% of students will demonstrate the ability to present ideas clearly with careful attention to language, logic, and subtleties of reasoning.</p>	<p>2.25 on a 3 point scale.</p> <p>Measure 2: 5/7 students successfully demonstrated this learning outcome in all of their portfolio papers, with an average of 1.89. 17/19 papers in the portfolios exceeded proficiency. All students exceeded proficiency in the majority of their portfolio papers.</p>	<p>language, logic, and subtleties of reasoning in the capstone paper.</p> <p>Measure 2: two papers, from two different students, failed to meet the proficiency standard on portfolio papers. Overall, students exceeded the proficiency standard.</p>	
<p><u>Historical Knowledge:</u> Demonstrate an understanding of historical figures in philosophy.</p>	<p>Measure 1: Students complete a paper in the history of philosophy for their portfolio.</p>	<p>Measure 1: At least 80% of students will demonstrate the ability understand the arguments of a historical figure in philosophy.</p>	<p>Measure 1: 7/7 students successfully demonstrated this learning outcome in history of philosophy papers, with an average of 2.00 on a 3-point scale.</p>	<p>Measure 1: all students exceeded proficiency in historical knowledge.</p>	<p>Measure 1: No curricular or pedagogical changes needed at this time.</p>

Evidence of Learning: General Education Courses

Evidence of Learning: General Education Learning Goals PHIL 1000 Introduction to Philosophy, Spring 2021					
Measurable Learning Outcome Students will...	Method of Measurement Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Goal 1: Students will demonstrate knowledge of diverse philosophical traditions, as well as key themes, concepts, issues, terminology, and ethical standards in philosophy.	Demonstrate knowledge of discipline-specific terminology	70% or higher	84%	Students met the expectations of the learning outcome	No curricular or pedagogical changes needed at this time
Goal 2: Students will analyze cultural artifacts within philosophy	Distinguish between and assess different kinds of arguments	70% or higher	85%	Students met the expectations of the learning outcome	No curricular or pedagogical changes needed at this time
Goal 3: Students will demonstrate the ability to effectively communicate their understanding of humanities materials in written, oral, or graphic forms.	Identify and summarize the competing philosophical positions contained within a passage or text	70% or higher	93%	Students met the expectations of the learning outcome	No curricular or pedagogical changes needed at this time

**Evidence of Learning: General Education Learning Goals
PHIL 1120 Contemporary Moral Problems Fall 2020**

Measurable Learning Outcome Students will...	Method of Measurement Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Goal 1: Students will demonstrate knowledge of diverse philosophical traditions, as well as key themes, concepts, issues, terminology, and ethical standards in philosophy.	Three "Check Your Understanding Quizzes", which tests terminological and technological knowledge	70% or higher	Average students score across three quizzes (including make-up) was 73%; second quiz is consistently very weak but ameliorated through make-up assignment.	Students met the expectations of the learning outcome	No curricular or pedagogical changes needed at this time; might improve second quiz.
Goal 2: Students will analyze cultural artifacts within philosophy	Final Paper which required students to analyze and defend a philosophical position with reference to the course material.	70% or higher	88% of students (39 of 44) earned a 70% or higher on the Final Paper.	Students met the expectations of the learning outcome	No curricular or pedagogical changes needed at this time
Goal 3: Students will demonstrate the ability to effectively communicate their understanding of humanities materials in written, oral, or graphic forms.	Final Paper which required students to analyze and defend a philosophical position with reference to the course material.	70% or higher	88% of students (39 of 44) earned a 70% or higher on the Final Paper.	Students met the expectations of the learning outcome	No curricular or pedagogical changes needed at this time

**Evidence of Learning: General Education Learning Goals
PHIL 1250 Critical Thinking, Spring 2021**

Measurable Learning Outcome Students will...	Method of Measurement Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Goal 1: Students will demonstrate knowledge of diverse philosophical traditions, as well as key themes, concepts, issues, terminology, and ethical standards in philosophy.	Fallacies exam, which pulled examples from a variety of philosophical traditions and tested their knowledge of key philosophical terminology (47 results from 1 section)	70% or higher	Students averaged an 83% on the exam	Students met the expectations of the learning outcome	No curricular or pedagogical changes needed at this time
Goal 2: Students will analyze cultural artifacts within philosophy	Four questions requiring the analysis of syllogistic reasoning contained within argumentative passages (43 results from 1 section)	70% or higher	Students averaged 76.5% on these questions	Students met the expectations of the learning outcome	No curricular or pedagogical changes needed at this time
Goal 3: Students will demonstrate the ability to effectively communicate their understanding of humanities materials in written, oral, or graphic forms.	Exam question having students evaluate competing explanations (43 results from 1 section)	70% or higher	Students averaged an 71.6% on this question	Students met the expectations of the learning outcome	No curricular or pedagogical changes needed at this time

Appendix H: sample Signature Assignments

PHIL 1000 (A)

The nature of happiness (what Cicero called the *summum bonum*, or "highest good") is a foundational concern of philosophy. While we haven't had the time to examine all possible answers to this question, we have had the chance to study some of the more influential accounts from the Western tradition. For this assignment, I would like you to defend what you consider the most plausible of these.

As we discussed, philosophy papers are argumentative. That is, it isn't sufficient simply to state your position. You also need to present reasons for your position and be able to defend it against what you think is the most significant/interesting objection that can be raised against it.

In evaluating your papers, I will be looking for the following:

1. A clear introduction that (a) introduces the topic, (b) states your thesis, and (c) provides a brief roadmap of what you're going to cover.
2. A clear exposition of your position. In other words, your reader should be able to state clearly and concisely what you think happiness (or the happy life) is.
3. A clear set of arguments for your position. This is nothing more than stating *why* you believe what you believe.
4. An attempt to state and respond to what you consider the most interesting/significant objection that can be raised against you. Notice that this can take one of two forms: it can address an objection that could be raised your position itself (for example, if you're defending Epicureanism, it could be an objection against the idea that happiness just is pleasure), OR it can be an objection that could be raised against the argument(s) you present in favor of your position. (You are welcome to address more than one objection, if you'd like.)

PHIL 1000 (B)

You've spent the semester learning about philosophical perspectives on the good life. You've argued with classmates on the discussion forums about what the good life requires. You've written several reflective essays wherein you've shared your thoughts about the good life.

Now, one final question:

What is the good life?

Write a more polished reflective essay about what the good life means to you. Make use of the work of two philosophers in your reflection. Beyond that, the direction you take the essay is up to you.

Be creative! Some suggestions for direction:

- Imagine writing a letter to your younger self (or to yourself now, from the perspective of your future aged self.) What advice would you give?
- Think of an episode in your life that you regret (big or small.) What might the philosophers that we've studied advise you to do?
- What is most important in life?
- What have you learned in this class that applies to your chosen career or path in life?