Program Review: Philosophy Program

Section A. Mission Statement and Program Description

State your program's mission, describe its requirements and explain how they relate to UW-Green Bay's select mission and the institution's overall strategic plan. Note any changes that have been made to your program mission and requirements since the last review. Then provide a description of your program's curricular strengths and areas in need of improvement.

Mission Statement of Philosophy Department

1) The Philosophy Department at the University of Wisconsin-Green Bay aims to provide students in all disciplines with the critical, analytical, communicative, and interpretive skills necessary for intellectual and moral development, cultural literacy, and civic engagement in the diverse and rapidly changing global world of the twenty-first century. 2) The department aims at fostering these skills in a climate of respect for scholarship, learning, service and diversity, by engaging students in the pursuit of knowledge of both traditional and contemporary philosophy. 3) The department aims to serve students in all disciplines through innovative and problem-focused interdisciplinary courses which cultivate students' successful engagement in their professional and civic life. 4) The department aims to serve the community beyond the university and to foster intellectual engagement among the members of the community.

Relation to UWGB's Select Mission:

The mission of the Philosophy Department is aligned with our institution's historically anchored and explicitly stated central mission: the Philosophy Department aims to foster critical and problem-focus thinking, promote an interdisciplinary perspective on humanity and the universe, encourage diversity, help to form an intelligent and well-informed citizenry, and prepare the student for a challenging and ever-changing job market.

Major and Minor Requirements:

Majors must complete 3 LL Philosophy courses and 8 UL Philosophy courses. Minors must complete 3 LL Philosophy courses and 4 UL Philosophy courses.

Changes in the Philosophy Offerings

Innovation: New and revised courses to serve students in all disciplines:
Many of the Philosophy program's courses already have an interdisciplinary focus, but several new courses have been developed with a decidedly interdisciplinary focus. The courses include the GPS first-year seminar (Hugging Trees: Humanity, Morality, and the Planet), "Democracy and Citizenship in the Modern World" (Philos 105), "Existentialism" (Philos 323), "Happiness and the Good Life: Eastern Perspectives" (Philos 351), and "Environmental Ethics" (Philos 220), as well as Special Topics courses on punishment and other issues. In addition, "Biomedical Ethics" (Philos 208) has been reconceptualized and now focuses exclusively on moral issues in the biosciences and biotechnology (i.e., narrow issues that have a home only in medical practices have been eliminated). These courses represent not just new additions but a more interdisciplinary focus since the last program assessment.

The program's courses are decidedly problem-focused and concentrate on probing ideas that have a practical and pervasive impact upon human life. Many courses address problems that can be understood only through careful and sometimes difficult analysis. The problems addressed draw upon experience-based learning to some extent. In the coming years the program hopes to increase undergraduate research opportunities, which, while not a clear case of experience-based learning, has a high impact upon forwarding the department's mission.

A Greater Contribution to and Integration in Multiple Disciplines
A new course, "Digital Socrates" (the tentative title), is planned for the Fall of 2017. The course falls under the rubric of Digital Humanities, which is emerging as an emphasis in Humanistic Studies. In addition, the Philosophy program has been innovative in offering applied courses in various disciplines, both on campus and in the community. Among these courses are "Business Ethics," "Biomedical Ethics," and "Environmental Ethics." The program plans to extend its reach and provide more such innovative courses in the future.

Contributing heartily to the strategic planning concepts of Innovation, Transformation, and Place.

The Philosophy program embodies Innovation and Transformation, and the program's extension outside the classroom contributes to Place in the community.

Innovation and transformation are especially evident in the methodology the program employs in the classroom. By teaching students how to appreciate and approach difficult questions and how to use logic and reasoning to carefully explore possible solutions, and to then mount perspicuous arguments for a own preferred resolutions, the program emphasizes innovative teaching in a way that can be applied outside the classroom.

Many Philosophy students report having been transformed to one degree or another by philosophy courses. In providing them with the skills needed to formulate for themselves, on the basis of good reason, views about morality, personal identity, religion, and social justice, the program is instrumental in helping students transform themselves into the persons they want to be.

The program also actively reaches out into the community. The program, and specifically Christopher Martin, hosts the Philosophers Café, which is an "outreach" organization. The Philosophers' Cafe organizes informal gatherings in the community to discuss philosophical issues in a non-classroom setting. The participants are members of the general citizenry. In addition, Derek Jeffreys is heavily involved in the local community, through public talks and lectures at local jails and prisons.

Strengths of the Philosophy Program:
- **Individual mentoring of students**: The faculty forges **strong relationships** with students, which recent research (2015 Gallup-Purdue Index) shows is the single greatest indicator of student success later in life. Because the Philosophy program is relatively small, faculty are able to mentor each of our majors and most of our minors on a close, personal, and individual basis.[1]

- **Academic Success**: A demographic analysis of the program shows that **Philosophy works**. Program students start with below-average GPAs and graduate with above-average GPAs. The vast improvement is indicative of the major contribution of philosophy to university success in general. In addition, as a program Philosophy has helped non-philosophy majors in preparation for LSAT and GRE exams by improving their critical writing and thinking skills. Philosophy students consistently score higher on graduate and professional school exams of all kinds (cf. 2011-12 GRE scores by Major).[2] Philosophy graduates also have comparatively high mid-career salaries (Payscale.com).[3]

Our program thus has benefited not only philosophy majors and minors but students in all disciplines.

---

[1] http://www.gallup.com/services/185888/gallup-purdue-index-report-2015.aspx
[2] http://dornsife.usc.edu/assets/sites/338/imgs/philosophyGRE.png
[3] http://www.payscale.com/college-salary-report-2013/majors-that-pay-you-back

- **Substantial contribution to General Education**: The program contributes significantly to the **General Education** curriculum, especially relative to small size of the program's faculty. The program offers four (4) upper-level course offerings per year, and all lower-level courses serve both the Philosophy program and the General Education curriculum.

  In addition, in the period under review, the Philosophy program taught an average of 648 students per year with an average course size of 34.2 students. (The average would have been closer to 40 except that 2014 saw an anomalously low enrollment.)[4] The program's contribution is thus large, and the more so when faculty number is taken into account.

- **Focus on students' moral and civic development**: The program offers many courses that help students develop their own moral compasses. This is true at both a theoretical and a practical level. Courses in ethical theory and applied ethics (such as "Environmental Ethics," "Biomedical Ethics," "Happiness and the Good Life," and "Ethics and Violence") are central in this regard.

- **Diversified course offerings**: Program courses are diversified and provide a theoretical foundation for rigorous and systematic inquiry in virtually all subject areas. Core skills promote successful engagement with contemporary scientific, environmental, biotechnological, international, political, and moral issues. Historical background and multicultural and global perspectives are also taken into account in program courses.

  In addition, the program offers courses in non-Western philosophical traditions, such as Confucianism and Buddhism. Such courses both broaden and deepen students' understanding of the world.

- **Increased enrollment**: The program is increasing enrollments in many upper-level courses by modifying them in order to cross-list with courses in other programs. This new development will continue to be pursued in the future.

- **Successful and satisfied graduates: Past students** are flourishing. Several students have pursued law degrees. Others have pursued advanced degrees in education, business, and library sciences.

- **Intellectual engagement of Green Bay Community**: The program's contribution to the greater Green Bay community is noteworthy. Christopher Martin heads the very popular Philosophers' Café and has provided lectures in Professional Ethics at meetings of two engineering groups in town. He has also been instrumental helping two GPS first-year seminar groups organize and implement service learning projects in the community. Derek Jeffreys has given talks and lectures at the local jails and prisons.

Areas in Need of Improvement:
- **Recruitment of majors and minors:** Given the number of Philosophy program faculty, especially in relation to other Philosophy programs of comparable size, UWGB's Philosophy program attracts an impressive number of majors. Still, the program would benefit from more majors and minors.
  - In particular, the program would benefit from more female majors and minors, and more students of color as majors and minors (see demographic analysis below).

---

[4] The enrollment figures are: 2009: 599 students in 15 courses with an average of 39.5 students per course. 2010: 642 students in 16 courses with an average of 39.7 students per course. 2011: 574 students in 13 courses with an average of 43.7 students per course. 2012: 740 students in 25 courses with an average of 29.3 students per course. 2013: 671 students in 22 courses with an average of 30.5 students per course. 2014: 559 students in 23 courses with an average of 24 students per course. 2015: 754 students in 23 courses with an average of 32.7 students per course.

- o The interdisciplinary requirement and frequency with which students are already pursuing multiple majors and minors make it difficult for Philosophy to attract more students.

- **Visibility on campus**: T**he value of the Philosophy program** needs to be recognized and appreciated to a greater extent across the campus and throughout the larger Green Bay community.

  - o First, if the greatest strength of the program is in the opportunities it creates for program graduates, the greatest weaknesses is that so few people know that this is so. Until students come to college, they are not exposed to philosophy at all. This is not true of virtually any other area of study at the University, and puts the Philosophy program at a great disadvantage vis-à-vis all other programs. From the start, and many times throughout their undergraduate education, many students are not aware of the benefits of the study of philosophy and thus never become engaged with it.

  - o Second, because of family, friends, social norms, or even other university faculty and/or administrators many students are not aware of the benefits of a major or minor in Philosophy, and are discourage to elect philosophy courses. Many are actively steered students away from philosophy. The general sentiment that goes uncorrected is captured by the saying "Philosophy bakes no bread."

  - o But thirdly, the sentiment is misplaced: philosophy graduates learn more, achieve higher GPAs, score higher on standardized post-graduate exams, and secure higher mid-career salaries than graduates in any other area of study. Students, parents, our community, and even our colleagues and administrators need to become cognizant and appreciative of the fact.

  - o Fourth, with more cross-disciplinary courses and campus activities the Philosophy program is working to combat the false impression that Philosophy does not help students prepare for a successful future.

  - o The interdisciplinary requirement, coupled with the false but nonetheless common assumption that Philosophy is not a helpful in furthering career ambitions, deters students from declaring a major or a minor in Philosophy. Students may appreciate and get a great deal from philosophy courses, but, for the reasons mentioned above, do not pursue it as a major.

- **Broader and deeper impact on the university**:
  - o Philosophy needs more cross-listed courses. Cross-listed courses improve the perceived value of philosophy across campus, benefit a greater number of students at UW-Green Bay, and attract more students to the Philosophy program. Progress has already been made in this area in the form of "Environmental Ethics," "Philosophy and the Sciences," various first-year seminars, "Existentialism," and "Crime and Punishment." Further efforts are needed.

    The program has consulted with Business about incorporating "Business Ethics" into their program.

    The program has consulted Democracy and Justice Studies regarding the development of a Legal Studies Certificate.

    The program has discussed the development of a "Philosophy of the Emotions" course to be cross-listed with Human Development.

- o The program needs to better foster learning outside the classroom.
  - ▪ The Philosophy Club is being revived and its activities will be expanded to include movie nights, trips to in-state Philosophy conferences, Philosophy Forums, and other public events on campus. These efforts will strengthen the program's ties to current students and attract new students.

- **A Greater Contribution to the Adult Degree Program**: The program needs to contribute more to the expansion of the Adult Degree Program by offering more online courses.
  - o Students who are not pursuing a degree in Philosophy nonetheless routinely praise the skills philosophy courses help them develop. By expanding on-line course offerings, the program can bolster online UWGB education.

Section B. Student Learning Outcomes Assessment

Describe the program's intended student learning outcomes and the methods used to assess them. Analyze the assessment results and describe the conclusions drawn from that analysis. Finally, describe what specific actions were taken as a result of the assessment of student outcomes learning.

Students Learning Outcomes

The specific student learning outcomes for Philosophy majors and minors are as follows. These outcomes are the criteria of the student's ability to accomplish the above-stated mission of the Philosophy Department.

By the end of their senior year, majors in the philosophy program at UW-Green Bay will be:

1. Familiar with the history of philosophical thought and able to identify dominant figures and issues in the ancient, medieval, early modern, modern, and contemporary philosophical periods.

2. Able to articulate and think carefully to answers to questions about the structure and nature of reality, our place within it, and how we ought to act.

3. Able to interpret and extract an author's arguments from a text and to offer novel, substantive commentary on philosophical texts.

4. Able to offer a balanced and fair evaluation of major philosophical figures and issues, both in writing and in public presentations.

5. Able to compose and deliver to an audience a clear and cogent philosophical argument in defense of a preferred position.

Method used to assess Learning Outcomes: (A) Exit interviews with graduating seniors, both majors and minors, are used to gauge achievement. (B) Feedback from faculty on individual students is solicited. (C) Early-in-program writing assignments are compared with late-in-program assignments to gauge improvement in research, writing, and thinking skills.

(A & B) Exit Interviews & Faculty Feedback:
- We rely on exit interviews to solicit direct feedback from graduating majors and some minors. Information from these interviews helps us to identify which courses were more attractive and which courses were more helpful for our students. We used this information to increase the frequency of helpful courses and sought to revise or replace less interesting courses.
- Students also reported in exit interviews and surveys that they appreciated faculty interaction both in and outside the classroom.

- Student exit surveys indicated strong appreciation of the faculty, but they wished we could offer a wider array of courses.

(C) Assessment of Writing:

- Arguably the best statement of a student's growth and success when completing a degree in Philosophy is the quality of their writing. The program measures this by comparing early and late philosophical essays by graduating majors. The faculty read through an early and late philosophical essay for each graduating major and ranks each essay on a number of qualitative features such as clarity of thought, depth of understanding, and use of argumentation. (The statement of assessment criteria is attached at the end of this document.) The results are encouraging: every student showed considerable improvement in organizational and thinking skills.

Actions taken as a result: We have benefitted greatly from the exit interviews, faculty feedback, and the analysis of writing by our students.

- Feedback from the exit interviews prompted us to revise or replace certain courses. We decided, for instance, to not offer the Topics course on Modern Ethical Theory or the Contemporary Philosophy course on Philosophy of Mind and replaced these two courses with a Metaphysics course on Free Will and a Contemporary Philosophy course on Existentialism. Both courses are well-received and secure strong enrollment (25 students at least).

- We also decided to develop an introductory course that spoke to issues in social and political philosophy, which we will begin offering in the Fall of 2016.

- Student feedback on faculty interactions inspired us to design the quite successful Philosophy Fora. We held one on the mind and body, another on free will, and hope to offer one this Spring on a re-trial of Socrates.

- We aim to improve the writing of our students by holding individual conferences when possible, and by incorporating more writing skills-based assignments in our lower level and upper-level courses.
  - We also hope to encourage more students to submit papers for presentation on campus or at conferences, e.g. the Wisconsin Philosophical Association, which has an undergraduate track.

- We are building the Philosophy Club to foster philosophical discussion outside the classroom (the club hopes to arrange a trip to a state Philosophy conference). We are incorporating more structural lessons about good writing into our courses. We are sharing our writing lessons and assignments so they are more cohesive across the curriculum.

Section C. Program Accomplishments and Student Success

Describe your program's major accomplishments and student successes since the last Academic Program Review (e.g., internship program; enrollment increases; student achievements, awards, publications, and presentations; faculty scholarly activity, graduate school admission, diversification of students and faculty; program and faculty awards). Also describe faculty and staff professional development activities and how they impacted your program.

Student Success: Here are a few examples of the wonderful things our graduates are doing: Many students have completed or are pursuing a law degree. Morgan Alan-Mason and Fletcher Gazella are teaching English in Japan, Christian Hampton completed the AmeriCorps program in "Teach for America," David Feld is an elementary school teacher and pursuing an M.A. in Education, Joe Dyal is pursuing an M.A. in Library Sciences and working in our Archives.

Enrollment: Our lower-level courses routinely fill and are much-discussed as both difficult and 'must-takes' on campus. We are very pleased with our efforts here. We are increasing the enrollment in many of our upper-level courses and seeking to cross-list more courses with Humanistic Studies. Existentialism serves both the English and Philosophy program, and I hope to have Philosophy and the Sciences serve Philosophy and Natural and Applied Sciences students.

Faculty Achievements and Professional Development Activities:

Derek Jeffreys, recently promoted to the rank of Full Professor, has had remarkable scholarly success, including a 2013 book, *Spirituality in Dark Places: The Ethics of Solitary Confinement* (Palgrave Macmillan) and a forthcoming book with New York University Press, *Dignity and Degradation: The Scandal of American Jails*. In 2015 he received an NEH "Enduring Questions" Grant to teach a new course on punishment, which provided funding to teach this course twice and to bring guest speakers to campus.

Hye-Kyung Kim has published works on Asian philosophy of education and on the nature of gender in Confucian philosophy. Her articles concern the philosophy of education of Kongzi and Mengzi (published in the *Encyclopedia of Educational Theory and Philosophy* (2013)) and Queen Sohae's philosophy of sagehood, "The Dream of Sagehood: A Re-Examination of Queen Sohae's *Nahoon* and Feminism" (in *Chinese Philosophy and Gender Study* (2016)). The latter is the first article in English on Queen Sohae's philosophy of sagehood. Professor Kim is in the process of co-authoring a book on Confucianism and Korean Feminism during the Chosun dynasty. She also is a member of the Program Committee of "Philosophy: Yesterday and Today and Tomorrow" (the annual conference is held in Singapore) and is the Editor-in-Chief of the *Journal of General Philosophy*.

Christopher Martin has had scholarly success through conference presentations, article drafts, and publications. He was also selected to participate in the NEH Summer Institute "Between Medieval and Modern: Philosophy from 1300 to 1700." He has contributed to the Scholarship of Teaching and Learning, designed several courses with his work in this area in mind, participated in the University's GPS program for two consecutive years (offering different courses), and run the Philosophers Café for the last seven years. He has been working on a larger project on Platonism in Spinoza that he hopes to publish during his upcoming sabbatical.

Section D. Program Enrollment Trends and Analysis

Provide an analysis of the data (both survey and institutional enrollment data) provided by the Office of Institutional Research and Assessment. Pay close attention to the demographic information. What trends are present? Are there any imbalances in terms of gender, race, or ethnicity? Describe what specific actions, if any, were taken or are intended to be taken based on the conclusions drawn from the analysis.

Enrollment and Demographic Analysis:

Great strength: In refutation to the common assumption that Philosophy students are more likely to succeed later in life largely because Philosophy programs attract a greater percentage of already strong students, the analysis from UWGB students from 2009 to 2015 shows that our Philosophy students **begin their college careers with below-average high school GPAs and graduate from UWGB with above average GPAs**. This means that, per GPA, we attract less-capable students and produce more capable students; what we do works. Philosophy students GROW more than their peers; our program does more good on average for its students than other students at UWGB.

- We cannot emphasize this enough: we *improve* our students more than UWGB students who are not in our program.

- We also have fewer female students than the UWGB average, yet female students on average have a higher GPA, so our higher GPA is an additional mark in our favor.

- Another aspect of this trend is that Philosophy courses are very often more difficult than comparable-level courses in other programs.

The data to back up the above claims:

	2009	2010	2011	2012	2013	2014	2015
Philosophy students high school GPA:	2.96	3.09	3.09	3.23	3.04	2.64	2.84
UWGB students high school GPA:	3.11	3.09	3.15	3.17	3.20	3.30	3.33
Philosophy graduates GPA:	3.44	3.51	2.85	3.36	2.95	3.43	3.22
UWGB graduates GPA:	3.31	3.29	3.31	3.31	3.33	3.32	tbd

Philosophy students High School GPAs were *below average* for 5 of 7 years and Philosophy students graduating GPA was *above average* for 4 of 5 years.

Female Majors and Graduates: Philosophy is improving its share of female majors but needs to do more.
- <u>Female Majors</u>: Philosophy has a lower percentage of female majors.
  - o Our numbers fluctuate from as low as 10% (2011) to as high as 47% (2015), yet account for, on average, 65% of UWGB students.
  - o *However*, the data show a *steady increase* from 2011-2015 (10% - 18% - 31% - 33% - 47%). This suggests that *we are improving* but need still to increase the percentage of female majors.

- <u>Female Graduates</u>: Philosophy reliably graduates fewer females than the school average.
  - o In 2011 60% of our graduates were female, whereas the school average was 67%. For the other years we are well behind the school average.

  Lesson: The Philosophy program needs to explore rationales for why we are attracting fewer female students to our program. Data on the percentage of female students in our lower-level courses as compared with the percentage in other lower-level courses across campus would be a good start.

Students of Color: Philosophy has a mixed but largely poor percentage of students of color in our program. With so few majors, the numbers paint a poor picture, but we need to do more to attract students of color to our program.

Targeted lessons: We hope to include greater diversity of philosophers in our courses. We also hope where possible to include more discussion about race and gender in our courses.

- Examples include Environmental Ethics, the First-year seminar, and Early Modern Philosophy. Each course could be revised to include more female and non-white philosophers and/or philosophical questions about race and/or gender.

<u>**Section E. Program's Vision for Future Development**</u>
Describe your program's plan for future development including the program's major goals for the next seven-year period. These goals should established with the understanding that they will be used to guide program planning and development and serve as a framework for your program's next Self-Study Report.

Major Goals:
- We hope to better market the strength and opportunities afforded by our program.
- We will seek to include more female philosophers and philosophers of color into our courses and to otherwise better attract a more diverse pool of majors and minors.
  - Both of the above will, of course, raise our number of majors and minors
- We will continue to develop programs that serve and market our program to the broader campus community.

Section F. Summary and Concluding Statement

Respond specifically to the results and recommendations from the last review and end your report with a general concluding statement.

Since our last review we have developed more courses in applied ethics and sought to include more ethics in existing courses. We have also expanded our course offering in the History of Philosophy and have sought to better connect certain courses with other programs. We had hoped in the last review that the Growth Agenda would bring more students and dollars to our program, possibly allowing us to hire another philosopher. That hasn't happened, and we are already stretched quite thin, but have made many improvements all the same.

Philosophy is a wonderful program that is of deep personal, moral, thoughtful and, yes, financial value to our students.

Section G. Required Attachments

Four attachments (and only these four) should be included with the Self-Study Report:

1. A series of tables, prepared by the Office of Institutional Research and Assessment. A list of these tables is included in Appendix C.
2. The program's current official description and requirements as published in the most recent Undergraduate Catalog;
3. The Academic Affairs Council and Dean's conclusions and recommendations from the program's last review; and
4. The program's Assessment Plan and Annual Updates on Student Outcomes Assessment (see the descriptions below). These processes will be coordinated by the University Assessment Council, the UAC's Academic Program Assessment Subcommittee and are described in the University Assessment Plan.

Academic Plan: Philosophy

Institutional Research - Run date: 23FEB2016

	Fall Headcounts						
	2009	2010	2011	2012	2013	2014	2015
Declared Majors, end of term	15	15	20	17	16	15	15
Declared Minors, end of term	9	12	20	14	7	9	12

Fall Declared Majors - Characteristics

	2009		2010		2011		2012		2013		2014		2015	
Female	6	40%	2	13%	2	10%	3	18%	5	31%	5	33%	7	47%
Minority	0	0%	0	0%	1	5%	3	18%	4	25%	5	33%	5	33%
Age 26 or older	5	33%	4	27%	4	20%	3	18%	1	6%	2	13%	2	13%
Location of HS: Brown County	7	47%	2	13%	4	20%	0	0%	3	19%	3	20%	2	13%
Location of HS: Wisconsin	13	87%	15	100%	19	95%	16	94%	15	94%	11	73%	12	80%
Attending Full Time	10	67%	13	87%	19	95%	16	94%	14	88%	11	73%	13	87%
Freshmen	0	0%	2	13%	0	0%	1	6%	1	6%	0	0%	1	7%
Sophomores	3	20%	4	27%	4	20%	0	0%	3	19%	4	27%	3	20%
Juniors	6	40%	4	27%	8	40%	6	35%	3	19%	6	40%	4	27%
Seniors	6	40%	5	33%	8	40%	10	59%	9	56%	5	33%	7	47%

Fall Declared Majors - Characteristics

	2009	2010	2011	2012	2013	2014	2015
Average HS Cumulative G.P.A.	2.96	3.09	3.09	3.23	3.04	2.64	2.84
Average ACT Composite Score	26.1	23.7	24.5	23.9	23.0	22.8	23.4
Average ACT Reading Score	28.4	24.8	25.7	25.5	24.8	24.3	25.4
Average ACT English Score	27.6	23.1	25.0	23.7	22.9	21.1	22.6
Average ACT Math Score	23.7	22.6	23.2	22.5	21.3	21.7	21.3
Average ACT Science Score	25.6	24.4	24.3	23.5	22.3	23.2	23.6

Academic Plan: Philosophy

Institutional Research - Run date: 23FEB2016

	Fall Declared Majors - Characteristics						
	2009	2010	2011	2012	2013	2014	2015
Percent started as Freshmen	33%	60%	50%	59%	69%	40%	60%
Percent started as Transfers	67%	40%	50%	41%	31%	60%	40%
Percent with prior AA degree	7%	7%	10%	24%	25%	27%	13%
Percent with prior BA degree	7%	0%	0%	0%	0%	0%	0%

	Calendar Year Headcounts						
	2009	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**
Graduated Majors (May, Aug. & Dec.)	4	4	5	3	6	4	3
Graduated Minors (May, Aug. & Dec.)	4	3	5	2	5	2	.

Characteristics of Graduated Majors													
	2009		2010		2011		2012		2013		2014		2015
Graduates who are... Women	1	25%	1	25%	3	60%	0	0%	0	0%	0	0%	1	33%
... Students of Color	0	0%	0	0%	0	0%	0	0%	1	17%	1	25%	0	0%
... Over 26 Years Old	2	50%	2	50%	1	20%	1	33%	4	67%	0	0%	2	67%
Graduates earning Degree Honors	2	50%	2	50%	1	20%	1	33%	0	0%	2	50%	2	67%

	2009	2010	2011	2012	2013	2014	2015
Characteristics of Graduated Majors							
Average Credits Completed Anywhere	133	149	126	142	142	126	164
Average Credits Completed at UWGB	118	129	111	121	121	110	140
Average Cum GPA for Graduates	3.44	3.51	2.85	3.36	2.95	3.43	3.22

Academic Subject: PHILOS

Institutional Research - Run date: 23FEB2016

			Headcount Enrollments, Credit-bearing Activities						
			2009	2010	2011	2012	2013	2014	2015
Lectures	1-Lower	1-Spring	256	231	160	297	230	189	304
		2-Summer	.	40	37	62	98	98	37
		3-Fall	259	298	262	298	266	218	343
		All	515	569	459	657	594	505	684
	2-Upper	1-Spring	38	29	60	36	45	21	28
		2-Summer	.	.	.	.	.	.	.
		3-Fall	39	37	49	40	31	27	41
		All	77	66	109	76	76	48	69
	All		592	635	568	733	670	553	753
IST/FEX	1-Lower	1-Spring	.	.	.	.	.	.	.
		2-Summer	.	.	.	.	.	.	.
		3-Fall	.	.	1	.	.	.	.
		All	.	.	1	.	.	.	.
	2-Upper	1-Spring	4	5	2	4	1	5	.
		2-Summer	1	.	2	.	.	.	.
		3-Fall	2	2	1	3	.	1	1
		All	7	7	5	7	1	6	1
	All		7	7	6	7	1	6	1
All			599	642	574	740	671	559	754

Academic Subject: PHILOS

Institutional Research - Run date: 23FEB2016

			Student Credit Hours, Credit-bearing Activities						
			2009	2010	2011	2012	2013	2014	2015
Lectures	1-Lower	1-Spring	768	693	480	891	690	567	884
		2-Summer	.	120	111	186	294	294	111
		3-Fall	777	894	786	894	798	654	1029
		All	1545	1707	1377	1971	1782	1515	2024
	2-Upper	1-Spring	114	87	180	108	135	63	84
		2-Summer	.	.	.	.	.	.	.
		3-Fall	117	111	147	120	93	81	123
		All	231	198	327	228	228	144	207
	All		1776	1905	1704	2199	2010	1659	2231
IST/FEX	1-Lower	1-Spring	.	.	.	.	.	.	.
		2-Summer	.	.	.	.	.	.	.
		3-Fall	.	.	3	.	.	.	.
		All	.	.	3	.	.	.	.
	2-Upper	1-Spring	12	15	9	12	3	15	.
		2-Summer	3	.	6	.	.	.	.
		3-Fall	6	6	3	9	.	3	3
		All	21	21	18	21	3	18	3
	All		21	21	21	21	3	18	3

Academic Subject: PHILOS

Institutional Research - Run date: 23FEB2016

			Lectures and Lab/Discussion Sections (#)						
			2009	2010	2011	2012	2013	2014	2015
Lectures	1-Lower	1-Spring	6	5	3	9	7	6	8
		2-Summer	.	1	1	5	4	4	2
		3-Fall	5	6	5	7	7	9	8
		All	11	12	9	21	18	19	18
	2-Upper	1-Spring	2	2	2	2	2	2	3
		2-Summer	.	.	.	.	.	.	.
		3-Fall	2	2	2	2	2	2	2
		All	4	4	4	4	4	4	5
	All		15	16	13	25	22	23	23
All			15	16	13	25	22	23	23

Academic Subject: PHILOS

Institutional Research - Run date: 23FEB2016

			Average Section Size of Lectures						
			2009	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**
Lectures	**1-Lower**	**1-Spring**	42.7	46.2	53.3	33.0	32.9	31.5	38.0
		2-Summer	.	40.0	37.0	12.4	24.5	24.5	18.5
		3-Fall	51.8	49.7	52.4	42.6	38.0	24.2	42.9
		All	46.8	47.4	51.0	31.3	33.0	26.6	38.0
	2-Upper	**1-Spring**	19.0	14.5	30.0	18.0	22.5	10.5	9.3
		2-Summer	.	.	.	.	.	.	.
		3-Fall	19.5	18.5	24.5	20.0	15.5	13.5	20.5
		All	19.3	16.5	27.3	19.0	19.0	12.0	13.8
	All		39.5	39.7	43.7	29.3	30.5	24.0	32.7

Unique Lecture Courses Delivered in Past Four Years							
	2009	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**
1-Lower	12	13	12	11	12	12	11
2-Upper	10	11	11	12	10	9	9

General Education as a Percent of all Credits in Lectures						
2009	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**
1-Lower 97%	100%	100%	99%	99%	99%	99%
2-Upper 29%	0%	20%	0%	17%	0%	26%

Budgetary Unit: HUS

Institutional Research - Run date: 23FEB2016

	Instructional Staff Headcounts and FTEs						
	2009	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**
Full Professors (FT)	1	0	2	2	5	4	4
Associate Professors (FT)	15	13	14	14	12	15	12
Assistant Professors (FT)	6	7	7	7	6	3	2
Instructors and Lecturers (FT)	1	4	2	2	3	2	4
Total Full-time Instructional Staff	23	24	25	25	26	24	22
Part-time Instructional Staff	8	14	14	.	.	.	.
FTE of Part-time Faculty	2.5	2.8	2.8	.	.	.	.
Total Instructional FTE	25.5	26.8	27.8	.	.	.	.

	Student Credit Hours per Faculty FTE						
	2009	2010	2011	2012	2013	2014	2015
SCH per Full-time Faculty FTE	364	342	337	.	.	.	.
SCH per Part-time Faculty FTE	1294	1077	955	.	.	.	.
SCH per Faculty FTE	430	419	390	.	.	.	.

Campus-wide "Norms" to compare with Program-level 7-Year Review Data

Fall	2008	2009	2010	2011	2012	2013	2014	2015
Bachelor's Students	5742	6037	6085	6094	6073	5751	5661	5487
Women	3714	3886	3866	3878	3949	3773	3743	3664
	65%	*64%*	*64%*	*64%*	*65%*	*66%*	*66%*	*67%*
Men	2028	2151	2219	2216	2124	1978	1918	1823
	35%	*36%*	*36%*	*36%*	*35%*	*34%*	*34%*	*33%*
White or Unknown	5245	5497	5482	5411	5354	5008	4907	4710
	91%	*91%*	*90%*	*89%*	*88%*	*87%*	*87%*	*86%*
US Minorities	446	493	544	602	633	647	673	695
	8%	*8%*	*9%*	*10%*	*10%*	*11%*	*12%*	*13%*
International	51	47	59	81	86	96	81	82
	1%	*1%*	*1%*	*1%*	*1%*	*2%*	*1%*	*1%*
Age 26 or older	1061	1178	1391	1494	1534	1504	1479	1484
	18%	*20%*	*23%*	*25%*	*25%*	*26%*	*26%*	*27%*
Full-time	4700	4886	4795	4605	4592	4289	4171	3976
	82%	*81%*	*79%*	*76%*	*76%*	*75%*	*74%*	*72%*
Part-time	1042	1151	1290	1489	1481	1462	1490	1511
	18%	*19%*	*21%*	*24%*	*24%*	*25%*	*26%*	*28%*
Freshmen	1220	1288	1109	1068	1098	959	879	869
	21%	*21%*	*18%*	*18%*	*18%*	*17%*	*16%*	*16%*
Sophomores	1274	1275	1347	1236	1200	1159	1074	1049
	22%	*21%*	*22%*	*20%*	*20%*	*20%*	*19%*	*19%*
Juniors	1305	1392	1453	1481	1445	1376	1421	1314
	23%	*23%*	*24%*	*24%*	*24%*	*24%*	*25%*	*24%*
Seniors	1943	2082	2176	2309	2330	2257	2287	2255
	34%	*34%*	*36%*	*38%*	*38%*	*39%*	*40%*	*41%*
Brown County HS grads	1386	1477	1481	1447	1407	1339	1321	1268
	24%	*24%*	*24%*	*24%*	*23%*	*23%*	*23%*	*23%*
Wisconsin HS grads	5163	5391	5337	5359	5349	5059	4980	4821
	90%	*89%*	*88%*	*88%*	*88%*	*88%*	*88%*	*88%*
Average HS GPA	3.15	3.11	3.09	3.15	3.17	3.20	3.30	3.33
Composite ACT	22.5	22.4	22.5	22.6	22.6	22.6	22.6	22.7
English ACT	21.9	21.8	21.9	22.1	22.2	22.2	22.2	22.3
Math ACT	22.2	22.2	22.3	22.4	22.3	22.4	22.4	22.4
Reading ACT	23.1	22.9	23.0	23.1	23.0	23.1	23.0	23.2
Science ACT	22.7	22.7	22.7	22.9	22.8	22.8	22.8	22.9

11/24/2015

Campus-wide "Norms" to compare with Program-level 7-Year Review Data

Fall	2008	2009	2010	2011	2012	2013	2014	2015
Started as a freshman	3495	3573	3436	3356	3299	3047	3014	2845
	61%	*59%*	*56%*	*55%*	*54%*	*53%*	*53%*	*52%*
Started as a transfer	2247	2464	2649	2738	2774	2704	2647	2642
	39%	*41%*	*44%*	*45%*	*46%*	*47%*	*47%*	*48%*
Prior Associates	843	959	1070	1176	1235	1260	1284	1254
	15%	*16%*	*18%*	*19%*	*20%*	*22%*	*23%*	*23%*
Prior Bachelors	104	109	101	116	113	130	134	133
	2%	*2%*	*2%*	*2%*	*2%*	*2%*	*2%*	*2%*

Calendar Year	2008	2009	2010	2011	2012	2013	2014
Bachelor's Recipients	981	1051	1105	1185	1297	1260	1258
Women	649	722	756	792	854	863	843
	66%	*69%*	*68%*	*67%*	*66%*	*68%*	*67%*
Men	332	329	349	393	443	397	415
	34%	*31%*	*32%*	*33%*	*34%*	*32%*	*33%*
White or Unknown	929	967	1039	1081	1185	1132	1119
	95%	*92%*	*94%*	*91%*	*91%*	*90%*	*89%*
US Minorities	46	79	66	101	106	109	127
	5%	*8%*	*6%*	*9%*	*8%*	*9%*	*10%*
International	7	12	9	9	14	23	14
	1%	*1%*	*1%*	*1%*	*1%*	*2%*	*1%*
Age 26 or older	202	287	302	373	392	401	382
	21%	*27%*	*27%*	*31%*	*30%*	*32%*	*30%*
Graduating with Honors	304	311	327	374	419	397	392
	31%	*30%*	*30%*	*32%*	*32%*	*32%*	*31%*
Average Credits Completed Anywhere	137	139	138	138	138	137	137
Average Credits Completed at UWGB	112	107	107	104	105	100	101
Average Cumulative GPA on UWGB Credits	3.29	3.31	3.29	3.31	3.31	3.33	3.32

Philosophy Program Assessment for 2013-14

1. Please give a brief overview of the data you collected. This can be in any form you feel is appropriate, such as a table, a short narrative of results, statistical analysis, highlighting findings that were of particular interest, etc. In short, it doesn't matter how you submit your findings.

We pulled evidence from two sources. First, we compared an early Philosophy writing assignment with an assignment from one of their final courses to roughly gauge how well (or not) our students improved over their time here. Second, we held a group exit interview where we asked out outgoing students, reflecting back on their courses, various questions and issues about philosophical history and issues. We filled out forms for each outgoing student to reflect our assessment in these regards.

In terms of our target outcome, we are doing a spectacular job. All of our students demonstrated immense growth in their ability to articulate and defend their own philosophical point of view. Our Exit Interview Q&A was an opportunity for them to verbally defend their arguments. They did well here, but we hope to include more verbal presentations in our upper-level courses.

2. How will you use what you've learned from the data that was collected? Some examples are: a change in assessment plan for the following year because you want to drill down deeper to find more or better information, faculty will discuss the data to decide what to do with it, curricular changes, faculty development, etc.

We discussed our findings at the end of the year. We were largely pleased with the success of our program, at least as much as is indicated by this year's graduating class.

Looking ahead, we plan to better integrate our courses so that students get more overlap in their content. We also plan to investigate the balance between courses that cover a significant number of issues and those that draw largely upon only one or two issues. Because the content coverage is smaller, students typically improve in their writing in more narrowly-focused courses. We plan to emphasize more writing practice in these courses in particular in hopes that the general writing quality will climb even higher.

We also concluded that our current students would benefit from slightly larger Philosophy courses, specifically, more Philosophy Majors and Minors. To achieve this we plan to better market our courses and program each semester – about the time that students are planning their courses for the coming semester.

Finally, the Philosophy Department faculty plan to share our syllabi before each semester beings in hopes of coordinating any topic-overlap and/or assignment similarities.

Philosophy Program Senior Exit Interview

Student Name Daniel Rupinger, Chris Peers, Christian Hampton.

Name of the Faculty _____

Student Name: _____

Paper/Interview Evaluation

1. Familiarity with the history of philosophical thought, and with the general metaphysical, epistemological and ethical issues that guide the discipline today.

   Excellent   Good   Satisfactory   Poor

2. Ability to interpret and extract an author's arguments from a text, and to offer novel, substantive commentary on philosophical positions.

   Excellent   Good   Satisfactory   Poor

3. Ability to write clear and cogent arguments in defense of their position.

   Excellent   Good   Satisfactory   Poor

4. Ability to discuss in an articulate manner issues that arise in class and in their own work.

   Excellent   Good   Satisfactory   Poor

5. Ability to offer a balanced and fair evaluation of the views of others, both in readings and in discussions.

   Excellent   Good   Satisfactory   Poor

Comprehensive evaluation on student performance on satisfying Philosophy Program learning goals.

   Excellent   Good   Satisfactory   Poor

   Notes

Philosophy Department
Self-Study Report
Spring, 2008
Derek S. Jeffreys, Chair

Section I, Mission Statement

The study of philosophy increases awareness and appreciation of the fundamental intellectual, aesthetic and ethical values of the world in which we live. Like mathematics, economics and chemistry, the discipline of philosophy embodies formal thought, structural relationships, abstract models, symbolic languages and deductive reasoning. Students who develop these skills gain perspective to meet problems squarely, improvise and devise solutions, and overcome unpredictable circumstances in life.

National studies of college graduate test scores attest to the success of philosophy students. They consistently score better than nearly all other majors on the Graduate Record Exam, GMAT and LSAT.

But the value of an education in philosophy extends beyond the domain of personal and academic skills. As the global community continues to shrink and corporate America restructures, careers will increasingly demand employees who can think critically, disclose hidden assumptions and values, formulate problems clearly, and discern the impact of ideas. The flexibility provided by a background in philosophy can become a career asset.

The undergraduate program in philosophy is excellent preparation for many other disciplines and professional programs, including teaching, fine arts, natural and social sciences, psychology, and business.

UW-Green Bay philosophy graduates are actively working in many of those fields. Some have gone on to graduate or professional schools in law, philosophy, and other areas.

Section II, Program Curriculum

Despite our small size, we provide students with a solid education in philosophy. We are particularly committed to the history of philosophy, offering courses in ancient, medieval, modern, and contemporary philosophy. Our faculty members always explore texts of important historical figures. For example, our new faculty member, Christopher Martin, is a Spinoza specialist, and teaches students to carefully engage early modern philosophers. Similarly, Professor Kim insists that all students read Plato and Aristotle. Finally, I teach the medieval philosophy courses, reading primary texts from Thomas Aquinas and others. We also introduce students to ethics, offering courses addressing different ethical issues. We ask students to apply their historical knowledge to contemporary debates in medicine, law environmental policy, and other fields.

Section III, Issues Addressed since Last Review

Because of major changes in our department (see section V, b), we have not addressed issues that arose in the last review.

Section IV, Assessment of Student Learning

a) **Student Learning Outcomes**

Philosophy contributes to the University's goals of developing "the capacity to analyze and delineate a clear overview of a problem;" "strong written and verbal communication skills." Our classes emphasize writing short and long papers. We teach students to carefully focus on philosophical and social problems. In philosophy courses, students engage in rigorous discussions. They learn to publically and respectfully engage others with diverse views. The philosophy classroom enables students to learn to navigate differences, while developing their own philosophical views. Finally, philosophy helps students consider issues from multiple perspectives. Our courses constantly engage disciplines like biology, physics, nursing and political sciences. Philosophy students learn that addressing philosophical issues often requires careful dialogue with diverse fields.

b) **Assessment Methods.**

We assess students using exit interviews. Unfortunately, with the changes in our department, we have not used this tool recently. However, once we reassemble as a department, we will return to this form of assessment. We ask students to fill out a questionnaire, but also require them to reflect on philosophical issues. We elicit feedback about the strengths and weaknesses our program. Usually, we discover that students desire more courses, a shortcoming we constantly seek to ameliorate. We also use Alumni and Graduating Senior Surveys.

c) **Summary of Results**

Alumni and Graduating Senior surveys show that students have very positive experiences in our Philosophy Program. They consistently express a wish for more philosophy courses, but report great satisfaction with the faculty. In the period under review, 92% of students indicated that if they were to start college over, they would again choose to study Philosophy. They also emphasized that Philosophy greatly enhanced their critical analysis and problem-solving skills.

d) **Use of Results**

We use exit interviews to consider new courses offerings and to explore how to increase majors. We also keep close contact with many of our graduates. We have sent them to Marquette University, Loyola University of Chicago, the Claremont Graduate University, and the State University of New York at Buffalo. These students help us track new developments in the philosophy discipline that we integrate into our curriculum.

Section V. Accomplishments of Program Goals

a) **Curricular Modifications**

In the last several years, we have seen a growth in majors. We currently have twenty-one majors. We also attract a number of minors who supplement their education with philosophical training. Naturally, we will never draw as many students as programs like Business or Psychology. Nevertheless, for a small program, we have strong numbers. To increase majors, we plan to offer more courses in applied ethics. For example, Professor Martin will soon teach a course in environmental ethics. We also continue to attract students through the Philosophy Forum. The oldest student organization on campus, the Forum meets bi-weekly to discuss philosophical issues. It creates a sense of solidarity that is important for our program. Finally, we plan to hold more public debates about philosophical issues. For example, with the new Syracuse schedule, we have a common time on Monday afternoons. I have spoken with colleagues in the sciences about organizing debates about issues in science and philosophy.

b) **Procurement of Resources**

The Philosophy Program underwent significant change in the last three years. Andrew Fiala left to take a position at California State University, Fresno. He was a valuable colleague, and we were very sad to see him leave. Moreover, we then lost his faculty position. Additionally, our long-time faculty member, Gilbert Null retired. Professor Null led the Philosophy Department for years, mentoring many of us when we arrived at UWGB. When he left, we began reorganizing our curriculum. We conducted a search, and replaced Professor Null with Christopher Martin. Professor Martin is a young scholar with good ideas about working with students. He is also a specialist in early modern philosophy, filling an important need in our curriculum. Finally, Professor Hye-kyung Kim took a sabbatical for the 2007-2008 academic year to write and live in Korea. Once she returns, we will be at full strength as a department.

c) **Faculty and Staff Development**

All our faculty members have active scholarly agendas. Professor Kim has published articles in some of the best journals in philosophy. She continues to work on ancient Greek and Asian philosophy. Professor Jeffreys has recently completed a second book which explores ethics and torture. Finally, Professor Martin has published two articles in good philosophy journals, an impressive achievement for someone who recently completed graduate school. We also sponsor public events devoted to philosophical topics. These have included debates with faculty members from the sciences, and symposia on war and peace. Through them, we reach across disciplines, fostering the kind of interdisciplinary dialogue that characterizes our campus. We model spirited but respectful disagreements that allow students to carefully consider ethical issues.

d) **Student Advising**

Although the Chair handles all petitions and other administrative matters, we share the task of advising. Each faculty member formally and informally advises many students.

e) **Plan 2008**

Unfortunately, the Philosophy Department has not seen a growth in minority student enrollment. We retain a good cohort of female students, and I attribute this development to Professor Kim's fine leadership and example. She has done a wonderful job mentoring students. We hope that our course offering in Asian philosophy will attract Asian students.

f) **Other proposed initiatives**

Within the next five years, we plan several important initiatives in our program. First, we will offer more applied ethics courses. With the Growth Agenda, many students will show an interest in Business, Environmental, and Medical ethics. Mounting new courses in these areas, we will work closely with colleagues in the Applied and Natural Sciences. Second, we plan to merge the Religious Studies emphasis within Humanistic Studies with the Philosophy Program. Many small or medium-sized universities have Philosophy and Religion Programs, and linking these disciplines makes sense at our university. I have directed the Religious Studies emphasis for more seven years, and have frequently taught students with philosophical interests. By linking philosophy and religion, we will also be able to offer more courses in non-Western philosophy. For example, I currently teach a course in Buddhist thought, and I will reorganize it to reflect issues in Buddhist philosophy. Once Professor Kim returns from Korea, we will convene as a discipline, and reorganize our curriculum. Finally, with Professor Martin's input, we will add several new courses in the history of philosophy.

g) **Summary of Accomplishments**

Philosophy is a vital discipline in a liberal arts university. It addresses important questions, teaching students to think carefully about their lives. With addition of a new faculty member and new courses, the Philosophy Program is very healthy. We will make strong contributions to the University's Growth Agenda, introducing our student body to the exciting field of Philosophy.

April 18, 2008

Scott Furlong
Dean of Liberal Arts and Sciences
The University of Wisconsin, Green Bay
Theatre Hall 335
Green Bay, WI 54311

Dear Scott,

    Enclosed please find the Self-Study Report for the Program Review of the Philosophy
Discipline. This is the first time I have served as Chair of Philosophy, and have
unfortunately been delayed in completing the Report.

    Please let me know if you need any further information.

Derek S. Jeffreys
Chair
Philosophy Discipline