Comprehensive Program Review: Philosophy Program

General and Overview

1. Describe your program's most significant opportunities and significant challenges.
   Significant opportunities:

   i. During last academic year, 2019-2020, there were 31 philosophy majors. This is the highest number of majors in the department's history. The increased number of majors was due to two factors. The first is ongoing revisions in philosophy curriculum, revisions geared to meet the needs and demands of the students and the community. The second is the active recruitment of philosophy majors by philosophy faculty. However, with the graduation of ten majors in 2020 and much diminished recruitment opportunities due to the interrupted classroom teaching, the number of the majors has recently decreased.

   ii. We have offered diverse service courses in professional ethics. This is the second year the Philosophy program has offered Philos 227 "Business Ethics." Enrollment has been quite substantial. Many business school students have taken the course, as well as other students who enroll as a Gen. Ed. Course. The Philosophy program is also currently poised to offer "Ethics of Engineering and Technology" for engineering students. In addition, the Philosophy program has been offering "Environmental Ethics" and "Biomedical Ethics." Due to the insufficient staffing, however, we are unable to offer these courses any longer. The demand for professional ethic courses at UWGB presents a significant opportunity for the Philosophy program to contribute to student learning and to the community.

   iii. The Philosophy program is also responsible for the creation and approval of Certificate in Professional Ethics program. The program was created for students who desire more systematic ethical training for more responsible engagement in their future careers. This certificate program will increase the visibility of the Philosophy program and its contribution to the university and the community.

   iv. A proposal for an Ethics Institute is currently being developed. An ethics institute will serve a variety of purposes. It will showcase the university as a committed ethical institution; serve as an important university-community and university-industry liaison; and facilitate general public-campus engagement in public discourse on significant ethical issues.

   Significant challenges:

   i. The Philosophy program has a significant need for an expert in professional ethics. All Significant Opportunities listed above cannot be taken advantage of with already-to-stretched-in-too-many-directions Philosophy faculty. Right now, the Philosophy program has only one tenured full-time faculty number (Kim). Prof. Jeffreys is a 0.5

faculty, and Prof. Bozzo is a fulltime lecturer who teaches five business ethics courses a year. We need a regular, full-time, tenure-track (and therefore fully committed) faculty member with an expertise in professional ethics. If we do not secure a faculty member who is invested in our program and long-term development, our students, Humanistic Studies, the University, and community will ultimately suffer.

2. What are some things that would help make your program and its students more successful?

   i.   Many graduates of our program have indicated that the sheer number of different course offerings is too small. When Professor Kim was hired in 1999, the Philosophy program had 3.5 faculty members in tenured positions. Twenty-three sections were taught per year at that time, and there was a wide variety of different courses. We now have 2.0 faculty members (including an instructor) and, excluding business ethics courses, only 13-14 sections of courses in the Philosophy program. The reduction of the number of course offering has greatly disserviced our students and especially our majors.

   Intense interaction of the faculty with philosophy majors/minors has been regarded as the most significant factor for student success in the Philosophy program. With the present faculty capacity, the interaction with students has been reduced significantly.

   The addition of a faculty member in tenure position would greatly help the Philosophy program and our students.

3. What are some program accomplishments worth highlighting? (Narrative)

   i.   Our program has maintained a steady number of majors and minors, offers solid training in Philosophy, and serves other programs.

   ii. Our program's major accomplishments lie in student success. Many Philosophy graduates are flourishing after graduation. Among many, here are two examples of student success. Ives Cupino (2018) was accepted to the University of Wisconsin- Madison Law School with a full scholarship. She published a number of articles on legal matters even when studying philosophy at UWGB and has been actively participating in mock trial at her law school. She attributes much of her success to the training she received in philosophy at UWGB.

   Another successful graduate is Kanum Vele (2018). He was a member of an ethnic minority and, when he came to UWGB, was poor in reading and writing. Through continual effort and with the Philosophy faculty's guidance, he became an excellent thinker and writer and was accepted into Boston University for a graduate program in philosophy.

iii. The Philosophy program has also been socially engaged and active in cross-disciplinary and international collaboration with other faculty.

Prof. Jeffreys has written several books on human dignity and social injustice in the administration of criminal justice. He has been recognized nationally for his advocacy of human dignity. He also has taught and presented lectures to inmates in jails in the US and to police officers in the region. His social engagement and scholarly achievement speak very well of the university and the Philosophy program.

Prof. Kim has worked, and continues to work, on nursing education and nurses' commitment to their profession. She does so in collaboration with nursing and management researchers in the US and in Korea. The social focus of her work is meeting the current and worsening shortage of nurses in the United States, Korea, and elsewhere. Her work on the philosophy of education, values, and the importance of consensus has been essential to this research.

4. Have there been any significant changes that have affected your program? (Narrative)

One most significant change in recent years was to lose a tenure-track position after Prof. Martin left. There is now only one full-time tenured faculty member in the Philosophy program.

5. Where do you want your program to be 5 to 7 years from now? (Narrative)

Optimal would be a Philosophy program in five to seven years hence with the following features: (1) the addition of two faculty members with different areas of expertise; (2) a solid array of Philosophy course offerings, and, in addition, professional ethics courses in business, engineering, computer science, biomedicine, environment ethics, and criminal justice; (3) high enrollment in the professional ethics certificate program, including community members and industry employees; 3) an active Ethics Institute, which holds conferences, sponsors public debates, and runs a speaker series on pressing ethical issues.

Demand

Since 2014-2015, the number of philosophy majors has risen steadily, peaking at 31 in 2019-2020. This year, the number of majors dropped to 20. There are two main reasons for the decrease: first, ten philosophy majors graduated in 2020; second, recruitment efforts have been much curtailed due to the outbreak of Covid-19. It will take time for the Philosophy program to restart effective recruiting efforts and to increase the number of majors.

Internal

1. Program goals (Mission, vision, learning outcomes; present as narrative/lists)

   A degree in Philosophy should help students realize the following aims:

   1) Be familiar with the history of philosophical thought and able to identify the dominant figures and issues in the ancient, medieval, early modern and modern philosophical eras.

   2) Be able to articulate and think carefully through questions about the structure and nature of reality, our place within it, and how we ought to act.

   3) Be able to interpret and extract an author's arguments from a text and to offer novel, substantive commentary on philosophical positions.

   4) Be able to offer a balanced and fair evaluation of major philosophical figures and issues in writing and in public presentation.

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

2. Curriculum development (Lists, brief narrative if appropriate)

   - Certificate in Professional Ethics: approved during 2020-2021
   - Offering Philos 227 Business Ethics to all students in Business program.
   - Created Philos 251: Ethics of Engineering and Technology
   - Revised the title of Philos 105 from "Social and Political Philosophy" to "Is Morality for Sale?"; changed course content to make more relevant to students' concerns and issues.

3. Connections to other programs (Lists, brief narrative if appropriate)
   a. Humanistic Studies (Some lower level and upper level courses are taken as part of Humanistic Studies courses for major and minors.
   b. Business (offering business ethics courses to all Business program students as a part of ongoing effort for accreditation.
   c. Engineering (Philos 251: Ethics in Engineering and Technology (This course was created for the students in Engineering program.)

4. Number of courses

Academic year	Number of classes	Enrollment	Percentage of online/hybrid classes
2020-21	20	728	100%
2019-20	44	1174	61%
2018-19	26	826	12%
2017-18	27	614	11%
2016-17	31	735	10%

5. Diversity of students, faculty, and curriculum

Student diversity

Academic year	Gender Female/Male	First generation out of majors	Age range 19 and under/ 20-24/ 25 and older	Average age	Transfer students
2020-21	7/13	7/20	2/12/6	24.33	8
2019-20	8/23	7/31	1/22/8	24.46	11
2018-19	7/17	6/24	0/14/10	26.63	10
2017-18	7/19	9/26	0/13/13	26.75	14
2016-17	8/14	9/22	0/7/15	29.93	11
2015-16	8/9	10/17	0/3/14	31.60	7
2014-15	5/10	9/15	0/0/15	36.87	3
2013-14	6/13	10/19	0/0/19	38.03	2

Faculty

Name	Rank	Gender	Ethnicity
Hye-Kyung Kim	Associate professor	F	Asian
Derek Jeffreys	Full professor	M	Caucasian
Xan Bozzo	Lecturer	M	Caucasian

Curriculum

Philosophy Program

Supporting Courses (Gen Ed Courses)	
PHILOS 101	Introduction to Philosophy
PHILOS 102	Contemporary Ethical Issues
PHILOS 103	Logic and Reasoning
PHILOS 105	Is Morality for Sale?
PHILOS 208	Biomedical Ethics
PHILOS 211	Philosophy of Art
PHILOS 212	Philosophy, Religion, and Science
PHILOS 213	Ancient Philosophy
PHILOS 214	Early Modern Philosophy
PHILOS 216	Introduction to Asian Philosophy
PHILOS 217	Introduction to the Philosophy of Religion
PHILOS 220	Environmental Ethics
PHILOS 227	Business Ethics
Upper-Level Courses	
PHILOS 301	Ethical Theory
PHILOS 308	Philosophy and the Sciences
PHILOS 309	Religion and Medieval Philosophy
PHILOS 323	Modern Philosophy
PHILOS 324	Contemporary Philosophy
PHILOS 326	Philosophy, Politics and Law
PHILOS 401	Plato and Aristotle
PHILOS 403	Topics in Philosophy
PHILOS 420	Metaphysics

The Philosophy program offers an array of courses which serves both as the foundational courses for philosophy majors and minors and as Gen. Ed. Courses for UWGB students. The program offered Gen. Ed. courses to 1078 students during the academic year 2019-2020. During the Fall semester of 2020, the Philosophy program offered Gen. Ed. courses to 672 students. This is a significant contribution to the UWGB community.

Certificate in Professional Ethics (to be launched 2021-2022)

Category A (choose one course):		**3**
PHILOS 208	Biomedical Ethics	
PHILOS 220	Environmental Ethics	
PHILOS 227	Business Ethics	
PHILOS 251	Ethics of Engineering and Technology	
Category B (choose two courses):		**6**
PHILOS 102	Contemporary Ethical Issues	
PHILOS 103	Logic and Reasoning	
PHILOS 105	Is Morality for Sale?	
PHILOS 208	Biomedical Ethics	
PHILOS 212	Philosophy, Religion, and Science	
PHILOS 220	Environmental Ethics	
PHILOS 227	Business Ethics	
PHILOS 251	Ethics of Engineering and Technology	
PHILOS 301	Ethical Theory	
PHILOS 324	Contemporary Philosophy	
PHILOS 326	Philosophy, Politics and Law	
PHILOS 351	Happiness and the Good Life	
Category C (choose one course): [1]		**3**
EDUC 417	Philosophy of Athletics and Coaching	
FNS 225	Introduction to First Nations Studies: The Tribal World	
FNS 392	First Nations Justice and Tribal Governments	
HIMT 340	Ethical issues, Security Management and Compliance	
HUM BIOL 405	Biotechnology and Ethics	
HUM STUD 213	Ethnic Diversity and Human Values	
MIL SCI 201	Basic Leadership and Management I	
PU EN AF 315	Public and Non-Profit Management	
PU EN AF 379	Natural Resources Policy, Law, and Administration	
SOC WORK 275	Foundations of Social Welfare Policy	
SOC WORK 305	The Social Work Profession	
SPANISH 357	Cultura Latina	
Total Credits		**12**

The importance of ethics for the professions has always been known but only recently been integrated into the curriculum. There are ethical aspects of every profession, and proper training in a profession requires a professional to have not just technical knowledge but to have anticipated ethical dilemmas that will arise, and to be prepared to respond in a thoughtful, sensitive, and morally responsible way. Every profession is liable to conflicts of interest and moral dilemmas, as well as particular moral problems that arise in its area. Education along two fronts is needed to deal effectively with these problems of professional ethics. First, a thorough grounding in general ethical theory---Utilitarianism, Kantian Ethics, Aristotelian Ethics, Natural Law Ethics---is needed to provide overarching frameworks for reflection and discussion. Second, the particulars of specific problems---only a sprinkling of which indicated above---need to be brought out and viewed in terms of their specificity and in terms of the values embedded in the general ethical frameworks just mentioned. It is in terms of these pressing professional and educational concerns that we propose to develop an open-ended course of study in professional ethics to better prepare our students for the professional worlds they will soon enter. A certificate program along these lines, requiring both theoretical and practical courses and aimed at the professional ethical competency, fills an important educational gap at UWGB.

6. Gen Ed, FYS/GPS, CCIHS (Lists)

Academic Year	Gen Ed.	FYS/GPS	Upper Level (Independent Studies)
2020-21	15	2	2(1)
2019-20	31	3	4 (5)
2018-19	16	1	5(2)
2017-18	15	1	6(4)
2016-17	20	0	4(3)

7. Program support and staffing

The Philosophy program has gone through many changes over the last ten years. Most noticeable is a decrease in the number of Philosophy faculty. Kim, the chair, is the only fulltime Philosophy faculty member. The other faculty members are Derek Jeffreys (0.5) and Xan Bozzo, a fulltime lecturer. Bozzo teaches only four philosophy courses per year in addition to five business ethics courses. The Philosophy program's course offerings have been reduced to 13-14 courses a year. Prof. Kim teaches 6 courses, Prof. Jeffreys 3-4 courses, Xan Bozzo 4 courses. The program thus has less contact with students than in the past and will be less effective in recruiting philosophy majors. Majors are recruited primarily through classes and personal interactions with students.

The number of philosophy majors increased over the last ten years, reaching 31 during the academic year of 2019-2020. This was largely due to the relentless efforts of the Philosophy faculty. In the previous academic year, 10 philosophy majors graduated. Due to Covid-19, there has been little active recruitment during 2019-2020. The Philosophy program has only 20 majors now. It will take some time to recruit more majors. More than other programs, the Philosophy Program needs face-to-face teaching to engage students. Discussions and debate have been the core of philosophy since the time of Plato and Aristotle.

The Philosophy program has recently launched a new certificate program, Certificate in Professional Ethics. In all likelihood, this program will not increase the number of philosophy majors, but it will provide many UWGB students with more focused ethical training and a better foundation for their future careers. Our program also offers a service course to Business students, Philos 227: "Business Ethics." We are prepared to offer "Engineering Ethics." Given the recent establishment of these service courses, launching a professional ethics certificate program is timely and promising.

The Philosophy program is also preparing to launch an Ethics Institute. We believe that the Institute will (a) highlight the ethical commitment of the University to the region and media, (b) become a consulting partner for regional industries, and (c) serve as a resource of campus-wide debates and speaker-programs. The Institute will be the intellectual and ethical focal point of our university's commitment to the community.

The Philosophy program's need is urgent. We were 3.5 faculty. We are 2.0 faculty. The demand and need for philosophy programs and courses are increasing. Our program needs a tenure track position. Such a faculty member would not only greatly aid the Philosophy program but help put the Ethics Institute on a solid footing and contribute to Humanistic Studies.

8. Cost per credit hour (TBD)

External

1. Outreach: student/faculty partnerships, collaborations, participation with organizations or individually (Lists)

   i. Regular philosophy and religion lectures were presented in the Brown County Jail.
   ii. Ethical training was provided for the Green Bay Police Department, December 2019 and January 2020.
   iii. A Philosopher's Café for philosophical discussions of Green Bay community was run the entire year.

2. Contributions to regional infrastructure (Lists)

   N/A

3. Scholarly activity of faculty (Lists that are not all-inclusive; maybe seek to highlight the different areas/types of activity)

   Socially engaging scholarly activity

   Professor Jeffreys:

   America's Jails: The Search for Human Dignity in an Age of Mass Incarceration (NYU Press, 2018)

   "Can prison inmates ever really change? The mystery of spiritual change in the person," under review with *The Journal of Religious Ethics*. 2019

   "The Purposes of Punishment: The Case for Abolishing Life Sentences," *Commonweal*, July 26, 2019.

   International and Interdisciplinary collaboration

   Kim, H.K (Primary author), Jun. M. H. Rhee, S. & Wreen, M. (2020). Husserlian Phenomenology in Korean Nursing Research: Analysis, Problems, and Suggestions. *Journal of Educational Evaluation for Health Profession; 17(*13): 1-10

   - o   (Reprint) **Kim, H.K**., Jun. M. H. Rhee, S. & Wreen, M. (2020). Husserlian Phenomenology in Korean Nursing Research: Analysis, Problems, and Suggestions**.** *Journal of Educational Evaluation for Health Profession; 17(*13), 1-10 • https://doi.org/10.3352/jeehp.2020.17.13

   Jun, M. H., **Kim, H.K.**, Dressel, A., Cho, H.R., Kim, H.S., & Vandenhouten, C. (2019). The Impact of U.S. Army Nurses on the Development of the Nursing Profession in South Korea. Journal of Humanistic Psychology.

Student Success

1. High-impact practices and individualized-learning opportunities (Some data provided; lists and/or brief narrative)

   Many individualized independent studies (22 students took independent study course from 2016-2017 through Fall 2020. Considering the small number of

faculty and the major/minors, the Philosophy program exercises high-impact practices by offering many individualized courses to accommodate student needs.

2. Retention (TBD. Note: if program-level data is not provided, maybe list some things your program does that you believe aid in retention.)

- Flexible and individualized courses
- Intense interaction of the faculty with majors and minors in and out of class
- Faculty involvement with Philosophy student club

Mission Relevant

1. Relevance to mission (Narrative or lists as appropriate)

   o Creating new courses centered around problem-focused, critical thinking-promoting courses. (Philos 105: Is Morality for Sale?, Philo 227: Business Ethics, Philos 251: Ethics of Engineering and Technology)
   o Promoting career success of students in professional studies by offering a certificate program in professional ethics.
   o Faculty actively engaged in promotion of social justice and cross-discipline collaboration.

2. Cultural enrichment (Narrative or lists as appropriate)

   o Running Philosopher's Café for Green Bay community which engages the community members, students, and UWGB faculty and other speakers in debases and reflections on relevant social and intellectual issues.

3. Access (Does the program have any agreements with other institutions? For example, a transfer agreement with a technical college.)

   N/A