

**PHILOSOPHY MINOR
UNIVERSITY OF WISCONSIN-WHITEWATER
AUDIT AND REVIEW SELF-STUDY
2002-2003**

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I. Academic Assessment

A. Highlights/Initiatives

1. Overview of the current curriculum

The Philosophy Program at UW-Whitewater is a small but steady program. It has a faculty with a distinguished record of research and teaching, an unusually high percentage of honors students, and an academic discipline long acknowledged as essential to any serious liberal arts curriculum .

The Philosophy Program offers: an introduction to philosophy; one course in logic, five course in ethics, four course in the history of philosophy, one course in aesthetics, once course in social philosophy, one course in philosophy of the natural and social sciences, one course in feminist philosophy, and three courses in the ntellectual aspects of religion.

The 18-credit Philosophy Minor has three required courses (logic, ethics, and one course selected from the history of philosophy sequence) and three electives—one of which must be at the 300 or 400 level.

The Philosophy Education emphasis is a 22-credit minor that has the same three required courses (logic, ethics, and one course in the history of philosophy sequence) plus 13 elective credits--three of which must be at the 300 or 400 level.

The difference in the number of credits required by the two minors is due to licensure requirements established by the Wisconsin Department of Public Instruction, which mandates a 22-credit Philosophy Education Minor, with required courses in logic and ethics. The distribution of the four extra credits in the Philosophy Education minor as electives allows students to self-design this element of their minor according to their teaching needs and interests.

The program's APR is attached as Appendix A.

I. Academic Assessment--A. Highlights/Initiatives (continued)

2. New academic assessment initiatives are anticipated for the upcoming review period

Efforts will be made to more fully execute the system which we have developed.

We will complete the process of having an updated exit interview form for every course—including new courses and courses taught by our new assistant professor.

We will be more aggressive in encouraging all graduating philosophy minors to participate in the exit interview process and provide portfolio material.

B. Educational Objectives and Assessment Techniques

1. Subject matter, cognitive development, and skill objectives for the program.

- a. Subject Matter Objectives

Philosophy minors, by the time of graduation, will be able to:

- (1) Identify the major fields of the discipline of philosophy (ethics, logic, epistemology, metaphysics) and some of the subfields (social philosophy, aesthetics, applied ethics, feminist philosophy).
- (2) Differentiate some of the major figures in the history of philosophy (Plato, Aristotle, Descartes, Hume, Kant, Nietzsche, Dewey, Wittgenstein).
- (3) Recognize basic concepts of logic (proposition, premise, conclusion, inference, argument, fallacy).

- b. Cognitive Development Objectives

Philosophy minors, by the time of graduation, will be able to:

- (1) Critically appraise philosophical arguments and theories.
- (2) Understand the ways in which philosophical concerns (questions, problems, issues) arise from human experience.
- (3) Interpret different ethical theories (utilitarianism, Kantian deontology, virtue theories).
- (4) Arrive at one's own informed view on philosophical issues.

B. Educational Objectives and Assessment Techniques—1. Program objectives (cont.)

c. Skills Objectives:

Philosophy minors, by the time of graduation, will be able to:

- (1) Apply basic methods and techniques in logic.
- (2) Analyze philosophical texts.
- (3) Develop philosophical arguments.
- (4) Write philosophically.

2. The following data collection techniques are used to determine if the program has been successful in achieving the desired outcome for each objective above.

The assessment process begins when each instructor reviews his or her own course syllabi in terms of the overall departmental objectives described above. Specific departmental objectives are linked to course content. The Chair of the Department is then responsible for evaluating the syllabi together with each instructor and recommending changes, additions, or deletions where appropriate.

Course grades, though standards vary and are subject to the professional judgment of individual instructors, do give some indication of student performance and indicate how well students are meeting the educational objectives of each course. As stated above, these course objectives are in turn linked to the overall program objectives.

The department also has created a special assessment instrument for each course. These assessment instruments are used as part of the exit interview process for graduating seniors.

Graduating Seniors who have Philosophy as their minor (either first or second) are asked to complete an assessment form during their final semester for each specific course they have taken in the Philosophy Program at UW-Whitewater (or equivalent courses for transfer students). They are asked to evaluate how well each course helped them meet the overall objectives of the Philosophy program. Students are also asked to complete a separate assessment form for the Philosophy Program as a whole.

Additionally, private oral exit interviews are conducted by the Department Chair with individual students to elicit student feedback on all aspects of the Program and on the students' learning experience.

We also seek feedback from the members of the Philosophy Club (our newly instituted student organization). A recurring feature of their discussions is giving us feedback on the Philosophy program here.

B. Educational Objectives and Assessment Techniques (cont.)

3. Individual courses are related to the student outcomes through the program's assessment plan. As explained immediately above under item two, there is a separate assessment instrument for each of the philosophy courses. These assessment instruments are administered to graduating seniors at the completion of the program. Graduating students assess each course in terms of how well it contributed to achieving the overall program objectives concerning subject matter, skills and cognitive development.

Appendix B contains the exit interview forms linking courses to assessment objectives.

C. Assessment Data

1. Summarization of the assessment data gathered during the review period.

Each student was asked to assess their achievement of the Philosophy Program's in response to the following questions:

Each student was asked to assess their own achievement of the educational objectives of the Philosophy Program, using the following scale:

- a. strongly agree
- b. agree
- c. neutral
- d. disagree
- e. strongly disagree

The following are the responses to the objectives of the philosophy program over the last five years. We convert the lettered scale to a quantitative scale, with a=5 (highest); b=4; c=3; d=2; and e=1 (lowest). The items correspond to the objectives listed above in I.B.1.

Subject Matter Objectives

# of Respondents	1997-98	1998-99	1999-2000	2000-01	2001-02	Average
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Subject Matter (1)

Subject Matter (2)

Subject Matter (3)

Cognitive (1)

Cognitive (2)

Cognitive (3)

Cognitive (4)

Skills (1)

Skills (2)

Skills (3)

Student Satisfaction with the Program

Graduating Philosophy minors were also asked to evaluate the Program overall in terms of their personal satisfaction.

“Considering everything, I was

- a. highly satisfied with the program
- b. satisfied
- c. indifferent
- d. dissatisfied
- e. highly dissatisfied

Converting the lettered scale to a quantitative scale, with a=5 (highest); b=4; c=3; d=2; and e=1 (lowest) we obtained the following indication of student satisfaction:

	1993-94	1994-95	1995-96	1996-97	Average
Number of respondents	5	4	4	8	(21)
Satisfaction index	4.0	4.75	4.75	4.88	4.62

Summary of Students' Written Comments

As might be expected from the high ratings of individual courses and the Philosophy Program overall, the written student comments were in general very positive. Several students noted the value of the Philosophy minor in preparing them for graduate study in other disciplines and praised its contribution to their understanding of the world and themselves.

The following were singled out for particular praise:

1. Several students singled out Logic, taught by Prof. Cartwright, as a particularly valuable and well-taught course.
2. Other courses that received particular praise were Contemporary Philosophy, and Contemporary Moral Issues, both taught by Prof. Cartwright.

Nonetheless, several aspects of the program were identified as problem areas:

1. Several expressed regret that UW-Whitewater doesn't have a major in Philosophy and noted that this necessarily limits the number and range of courses we are able to offer.
2. Several students noted their strong disappointment with two courses: 782-343 American Philosophy and 782-291 Philosophy of the Natural and Social Sciences, both taught by Prof. Shibles. Students expressed disappointment in terms of the

ideosyncratic nature of the course content and the limited range of the subjects covered. They also objected to what they perceived to be excessive time given to class discussions and the way these discussions were conducted.

3. Two students also noted problems with the sections of 782-241 Introduction to Philosophy taught by Prof. Shibles, including their reliance on True/False examinations for testing and grading student performance.

D. Program Improvement Resulting from Assessment Efforts

1. Changes to the curriculum, the assessment objectives, and/or the data collection techniques/processes that have occurred during the review period.
2. How the program has responded to recommendations relevant to assessment from the most recent Audit and Review Evaluation Report.

(The Audit and Review Evaluation Report from the last review is attached as Appendix C.)

E. Information Shared with Constituencies

Information gathered as part of the assessment process and indicating continual improvement of the curriculum, will be shared with all faculty and staff in a regular meeting convened for this purpose each spring. A brief report of the findings of that year's assessment process will be made available to Philosophy minors, whose comments and suggestions will then be incorporated into the assessment process the following year.

II. Strategic Purposes and Performance

A. Centrality

1. The centrality of the Philosophy Minor program to the mission and strategic plan of the University of Wisconsin-Whitewater is as follows.

Philosophy continues to be a central part of a broad-based liberal arts education. This has been one of the conclusions of reports of the Association of American Colleges. Historically, of course, Philosophy was the central discipline in all higher education. Indeed, it would be hard to conceive of a true university without Philosophy.

The Philosophy Minor and Philosophy course offerings play a role in Goal 1.4 of the current UW-Whitewater Strategic Plan--helping to produce "graduates who are broadly-educated, life-long learners." Strategy (a) of Goal 1.4 highlights the importance of "critical thinking" and "problem solving" as important to the

achievement of this goal. Traditionally, Philosophy has been one of the essential disciplines devoted to the development of these skills.

Our instructors, usually through the Philosophy Club, help students attend professional meetings and conferences (Goal 1.3, Strategy c.).

Philosophy courses contribute to a liberal arts education that prepares students for a good life as well as for a successful career. This discipline fosters life-long reflection and learning. Philosophy classes model the analytic and critical thinking skills called for in the *UW-Whitewater Vision Statement* (paragraph two). In support of the Vision Statement, they nurture the ability of students to understand diverse perspectives, to assess ideas, and to seek commonalities, preparing them for life in a global environment (Goal 4.2).

The Philosophy Minor complements other Majors and career-oriented programs by preparing students to think critically, to uncover hidden assumptions, to evaluate arguments, to understand ethical issues, and to appreciate the impact of ideas on our lives. The Philosophy Minor is the only academic program on campus that provides its students with courses of study that deal exclusively and specifically with questions of values and ethics.

In today's world of complex information and competing theories, training in Philosophy helps students to think independently and creatively, to assess ethical issues, and to assume positions of leadership in their chosen careers.

2. The relationship of the program to other programs at the University.

Philosophy courses are an important part of the general studies humanities course offerings. With one exception (Feminist Philosophy), every philosophy course counts towards the 32-credit General Education degree requirement.

Philosophy is one of three disciplines--Philosophy, Religious Studies, and English--represented in the interdisciplinary capstone core course, *The World of Ideas*. This course is charged with helping students realize the goals of General Education to "think critically and analytically; to integrate knowledge and draw conclusions from complex information; to acquire a base of knowledge common to educated people; to make decisions based on considered ethical and value judgments; to develop an understanding of American and other cultures; and to develop oral and written communication skills." The Department of Philosophy and Religious Studies staffs nearly half of all sections of the *World of Ideas* capstone course each semester.

Philosophy courses provide a significant proportion of the courses taken by students in the new Liberal Studies Major. Additionally, the tenured members our department have been instrumental in developing and administering the Liberal Studies Major, which is housed in our department.

Various Philosophy courses serve as electives in other programs, such as PHILSPHY 271 (Introduction to Aesthetics) for Art majors, and PHILSPHY 390 (Feminist

Philosophy) for Women's Studies majors. The interdisciplinary course INTRAUNV 246 (Business Ethics) satisfies General Studies requirements for business students.

B. Goals and Objectives

1. Current (non-assessment) Goals and Objectives

The Philosophy Program will continue to offer a high quality minor.

The entire faculty will continue to fulfill our commitment to student learning and faculty involvement in philosophy instruction.

The tenured faculty will continue to evaluate our course offerings (and especially if there is any turnover in our current staff).

The department will offer PHILSPHY 248 (Environmental Ethics) for the first time and will re-introduce PHILSPHY 247 (Bioethics) and RELIGST 330 (Women and Religion).*

The tenured faculty will mentor Crista Lebens, our new assistant professor, both as an important contributor in the Philosophy Minor and in terms of attaining tenor and promotion by 2007.*

The tenured faculty will rewrite our department promotions standards documents—keeping in mind all of our other objectives which include those connected to the Philosophy Minor.*

The entire faculty and staff will continue to support the activities and accomplishments of the Philosophy Club.

The department will upgrade and maintain a (department, Liberal Studies, and) Philosophy Minor web site.*

The entire faculty will continue to support the Honors Program.

The entire faculty will continue its commitment to student writing and will institute some form of departmental recognition of superior writing. *

The department will seek a new tenure-track position which will be a joint appointment in Philosophy and Religious Studies.*

(Note: the department also has a set of goals and objectives--having to do with Religious Studies, General Education, the Liberal Studies Major, and institutional committee service--not directly related to the Philosophy Minor.)

* New or changed goals and objectives are marked with an asterisk.

2. Progress in fulfilling stated goals.

We believe that we fulfilled the goal of continuing “to offer a high quality minor along with a range of undergraduate Philosophy and Religious Studies courses that enrich and strengthen the liberal arts education of our UW-Whitewater students.”

We did fulfill the goal of developing the new course “Philosophical and Religious Perspectives on Death and Dying” (PHILSPHY 365).

One of our stated goals was to “consider the advisability of increasing the Philosophy Minor to 21 credits instead of the current 18”.

We discussed this thoroughly and decided not to increase the required number of credits. Our decision was based on three basic lines of reasoning: (a) statements of the American Philosophical Association and policies at other institutions; and (b) staffing pressures within our own department; and (c) its sufficiency.

(a) According to the report *The Philosophy Major and Its Place in a Liberal Education*, authored by the Association of American Colleges in consultation with the American Philosophical Association, majors in philosophy typically range from “twenty-seven to thirty semester credits” and require one course in logic, one in ethics, two historical courses, and the remainder in electives. The report does not mention the philosophy minor but, on other grounds, we know that minors (both in philosophy and in general) usually require about two-thirds of the credits for the major. Eighteen, of course, is two-thirds of twenty-seven.

Other campuses within the University of Wisconsin system follow this same pattern, as indicated in the following table.

UW-Parkside:	Philosophy Major = 36;	Philosophy Minor = 18.
UW-La Crosse:	Philosophy Major = 30;	Philosophy Minor = 18.
UW-Stevens Point:	Philosophy Major = 27;	Philosophy Minor = 18.
UW-Madison:	Philosophy Major = 27;	no minor offered.

Our own program, in fact was originally modeled on those of UW-Stevens Point and UW-La Crosse.

(b) During this period, we have been asked by our Dean’s office to devote about 40% of our sections each semester to teaching the World of Ideas core course. Also, for General Education purposes, we devote about 25% of all sections (43% of our philosophy sections) to Introduction to Philosophy (PHILSPHY 241). Additionally, we now devote about 10% of our teaching load to the new Liberal Studies major. This spreads us rather thin and puts serious pressure on us to provide the necessary offerings in order that no student minoring in philosophy has to take an extra semester to graduate. An increase in units required for graduating with this minor would put even more pressure on our already stretched resources.

(c) While an argument can be made that raising the number of credits in the philosophy minor would give the students even more philosophy, we believe that our current requirements are sufficient. Of the required parts of a typical major (see the first paragraph of this section), we require the course in logic, a course in ethics, and one history of philosophy course. Many of our minors in fact take two courses in history of philosophy. Thus, we believe that the current minor is well-designed and meets standards considered acceptable within the discipline.

A related goal was to “explore the possibility of developing several distinct focal areas

for students choosing the Philosophy Minor.” Our decision to stick with the 18-credit minor and our increased commitment to the General Education program and the Liberal Studies Major combined to make it seem not wise to develop the focal areas pattern.

Another goal was to “explore the feasibility of developing for-credit internships and/or

research and independent studies opportunities for Philosophy minors.” We explored

the feasibility of developing a philosophy internship by looking for models and by seeking feedback from students. We could find no models (specifically in philosophy)

either in the literature or on the Internet. We also found in our feedback from students

that there was little or no interest amongst them in a philosophy internship. (They were more interested in our developing the Philosophy Club, in extracurricular activities, and in going to philosophy conferences). During this review period, however, we have successfully implemented an internship program for Liberal Studies

Majors. We also have supervised a number of independent studies during the period.

3. Describe how the program contributes to meeting specific state and societal needs.

The following statement made by the philosophy faculty at UW-Green Bay describes the contributions made by a philosophy program:

“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 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.” (*UW-Greenbay Philosophy Web page*)

4. Changes in our goals and objectives that have occurred since the previous audit and review are reflected in those marked with an asterisk in Section II.B.1. (Several of them, one may note, are connected with the retirement of Andrea Nye in 2000.) We have made at least a start on fulfilling each of these goals and objectives.

What follows are responses to each of the recommendations listed in the previous audit and review report.

Recommendation 1: Seek implementation of an internship program.

We have not implemented a philosophy internship. We looked for models specifically in philosophy (in the literature and on the Internet) and could not find one. We also found in our feedback from students that there was little or no interest amongst them in a philosophy internship. (They were more interested in our developing the Philosophy Club, in extracurricular activities, and in going to philosophy conferences). During this review period, however, we have successfully implemented an internship program for Liberal Studies Majors. We also have supervised a number of independent studies during the period.

Recommendation 2: Proceed with plan to assess viability of Philosophy Education Minor. If the minor is to be continued, take measures to increase exposure through a web site, mailings, and other means.

The Philosophy Minor has continued to have low enrollments and, if numbers are the sole determinant of viability, we would be willing to discontinue this service to students. But such students are functionally equivalent to our regular philosophy minors (none of our courses are dedicated to education majors). Thus, the program has no additional costs. We are in the midst of developing a web site which will service the Department of Philosophy and Religious Studies, and will advertise the Liberal Studies Major, the Philosophy Minor, and the Philosophy Education Minor.

Recommendation 3: Increase efforts toward extramural funding.

Collectively, our external grants increased from six in the 1992-1997 period to seven in the 1997-2002 period. We also worked with Susan Matulis, Development Officer of the College of Letters & Sciences, in setting up a departmental account with the UW-Whitewater Foundation—to which several donations have been made.

Recommendation 4: Initiate surveys to track graduates. This may yield information which could lead to programmatic changes capable of increasing the number of minors.

We decided not to formally track our graduates. This is difficult to do for a stand-alone minor. We do still informally communicate with our graduates (orally, in written notes, and by e-mail)—especially those who attend graduate school.

Recommendation 5: Restate educational objectives in behavioral terms.

We believe that we have done this. See above, Section B.1.

Recommendation 6: Continue to develop courses in applied ethics.

We have done this. In the last five years, we have developed two such courses: Bioethics (PHILSPHY 247) and Environmental Ethics (PHILSPHY 248)

Recommendation 7: Continue with the planned increase in the number of credits from

18 to 21.

We decided not to increase the number of required credits for the Philosophy Minor. Please see the extended discussion above in Section II.B.2.

Recommendation 8: Some sort of formal post-graduate survey ought to be done (beyond soliciting input of past minors).

We have not done this. Trying to maintain the database of names and addresses of all of our graduates, as well as managing the survey, would be labor-intensive. We have jointly concluded that for a stand-alone minor, this would not be the best use of our time.

Recommendation 9: Develop program and course evaluation forms that address the different course content.

We believe that we have done this. See Appendix B (which includes the individualized forms for each course).

C. Trend Data

1. The following summarizes the trend data for the program:

a. Number of minor students enrolled each fall for each of the past five years.

1997-98	1998-99	1999-2000	2000-2001	2001-2002
21	30	31	36	26

b. Number of degrees granted each year for the past five years.

1997-98	1998-99	1999-2000	2000-2001	2001-2002
14	11	9	11	20

Trend data from the University's Fact Book is attached as Appendix D.

2. It also is worth noting the averages.

- 1991
- a. The average number of philosophy minors per fall semester in the period 1987-1991 was 10.6; the average number of philosophy minors per fall semester in the period 1992-1996 was 26.2; the average number of philosophy minors per fall semester in the period 1997-2001 was 28.8.
- b. The average number of degrees granted per year in the period 1982-1997 was 6.8. The average number of degrees granted per year in the period 1998-2002 was 13.0.

D. Demand for Graduates

1. Career opportunities available for graduates of the program.

The Philosophy Minor enhances students' ability to think critically, to analyze complex material and to form ethical judgments. It complements the training students receive in their majors.

No information was supplied from the Career Services office. Since philosophy is a minor program, no employment information is currently collected. Nor has the Department thus far attempted to study local, regional or national trends of employment opportunities for Philosophy minors. Most published data apply to majors rather than minors.

Several students in this and previous reporting cycles are known to have gone on to graduate studies in Philosophy. Others are known to have pursued graduate studies in other fields such as English, Public Administration, Political Science, Education, Psychology and Law.

Information gained through informal contact initiated by the students themselves (requesting recommendation letters, conferring on career choices, or just saying hello) indicate the following career paths have been pursued by our Philosophy minors: retail sales, management, education, accounting, graphic design, journalism, and health care.

E. Accreditation

There is no accreditation for Philosophy.

F. Location Advantage

UW-Whitewater's location in southeastern Wisconsin enables both its students and faculty to benefit from the resources of two institutions that grant Ph.D.'s in Philosophy (UW-Madison and Marquette University). Not only do faculty use their libraries, students and faculty have attended lecture series at both universities in which internationally and nationally recognized figures in philosophy have participated. The Institute for Research in the Humanities is located in Madison, and two members of the Philosophy Program have held senior fellowships there. Being located in the region with the greatest population concentration, most state and regional philosophical conferences are held within easy commuting distance for our faculty and students.

G. Comparative Advantage

1. Features that set the program apart from other competing programs.

Current Advantage: The only other UW System Philosophy program offering only a minor is UW-River Falls. The minor at River Falls is 24 credits and is

supported by two FTE. Whitewater's philosophy curriculum has 14 courses while the River Falls' program has 19. With two FTE it is doubtful the River Falls program is successful at offering all of its courses on a regular basis, and this might explain why their minor requires no upper division courses. One half of the courses required by Whitewater's minor are upper division.

We believe Whitewater's minor program is structured better than that of River Falls; furthermore, it is designed to meet the needs of students at UW-Whitewater majoring in some of our outstanding career oriented programs in business, MCS, the Arts and Education.

Current areas of special expertise provided by the Philosophy faculty and staff include: ethics and applied ethics; feminist philosophy; nineteenth-century German philosophy; Schopenhauer studies; aesthetics; and cognitive theory of emotions.

H. Community Impact

Members of the Philosophy Program regularly serve the local community. During the review period, members have made 21 presentations to off-campus groups (Brooks, Cartwright, Dazey, Luther, and Nye) and participated in three high school programs (Dazey and Luther).

I. Strategic Planning

Any potential revisions to the curriculum would be tied to adding another tenure-track position (one-half in Philosophy and one-half in Religious Studies). We would like to add a Philosophy of Religion course and possibly a Philosophy of Race course. Unfortunately, at this time, these ideas seem to be more of a wish list than a likelihood.

III. Resource Availability and Development

A. Faculty and Staff Characteristics

1. The characteristics of the faculty and staff responsible for the program are as follows.

During this entire period, the department has consisted of: three full-time tenured or tenure-track positions in philosophy (Cartwright, Shibles, and now Lebens); one academic staff position in philosophy (Luther); one tenured non-instructional position in philosophy (Dean Ross); two tenured positions in religious studies (Brooks and Dazey); and one one-fourth time position in religious studies (Yasko). The four full-time instructors normally teach ten sections of philosophy and six sections of World of Ideas each semester; the other four members collectively average one section per semester of a course which can count towards the philosophy minor. Thus, we

average about eleven sections per semester of philosophy or of religious studies which can count towards the philosophy minor.

or

Seven of the eight instructors hold the Ph.D. degree in philosophy, religious studies, history. One tenured instructor's highest degree is the M.A. in Philosophy (Shibles).

The areas of specialty and particular competency of the members of the philosophy faculty are: ethics, history of philosophy, logic, aesthetics, feminist philosophy, philosophy of language, philosophical psychology, social philosophy, and ordinary language philosophy. The areas of particular competency related to philosophy among the members of the religious studies faculty are: the relationships between science and religion, philosophy of religion, and Eastern (Asian) religious thought.

The training of the faculty is sufficient to deliver a high quality minor program, and the breadth of the faculty's areas of expertise is sufficiently wide to cover both existing course offerings and to develop new ones.

The Philosophy Program enjoys a high degree of cohesiveness, in part due to its small size, and in part due to having the department office and faculty offices in close proximity along the same hall. The conference room also helps foster collegiality by giving a convenient place for faculty to meet both formally and informally.

Of the current faculty and staff, 25% are women, and 12.5% are of minority status. Thus, 37.5% are either female or of minority status.

See the Table of Faculty and Staff in Appendix F.

2. The courses in the philosophy curriculum for which each faculty and staff member is responsible are as follows.

David Cartwright	PHILSPHY 241 PHILSPHY 245 PHILSPHY 248 PHILSPHY 251 PHILSPHY 261 PHILSPHY 341 PHILSPHY 342 PHILSPHY 345 PHILSPHY 498 INTRAUNV 246	Introduction to Philosophy Contemporary Moral Issues Environmental Ethics Logic Introduction to Ethics Classical Philosophy Modern Philosophy Contemporary Philosophy Independent Study Business Ethics
Crista Lebens	PHILSPHY 241 PHILSPHY 247 PHILSPHY 281 PHILSPHY 341 PHILSPHY 342 PHILSPHY 390/590 RELIGST 330	Introduction to Philosophy Bioethics Social Philosophy Classical Philosophy Modern Philosophy Feminist Philosophy Women and Religion

Sciences	Warren Shibles	PHILSPHY 241 PHILSPHY 291	Introduction to Philosophy Philosophy of the Natural & Social
		PHILSPHY 343 PHILSPHY 365	American Philosophy Philosophical and Religious Perspectives on Death and Dying
	Ann Luther	PHILSPHY 241 PHILSPHY 245 PHILSPHY 261 PHILSPHY 271 PHILSPHY 341	Introduction to Philosophy Contemporary Moral Issues Introduction to Ethics Introduction to Aesthetics Classical Philosophy
	Howard Ross	PHILSPHY 345	Contemporary Philosophy
	Wade Dazey	PHILSPHY 365 RELIGST 303	Philosophical and Religious Perspectives on Death and Dying Eastern Religious Thought
	Richard Brooks	RELIGST 201	Critical Issues in Modern Religion
	Richard Yasko	RELIGST 303	Eastern Religious Thought

3. Here are the anticipated staffing changes, areas of need, and the projected impact of these changes and needs on the program.

One faculty member, Warren Shibles, has indicated he plans to retire . If he does so, this will require a national search for a tenure-track replacement. Maintaining the current staffing level--including the one Academic Staff position--is essential for supporting the Philosophy Minor, the department's contribution to General Education, and for providing required and elective courses for other programs (especially the Liberal Studies Major).

We might propose to have either a new or a replacement tenure-track position which would be in both philosophy and religious studies. Such a person would have an outstanding background for teaching the World of Ideas course as well as teaching current philosophy courses and developing a philosophy of religion course.

See the Table of Faculty and Staff in Appendix F.

B. Teaching and Learning Enhancement

1. The Philosophy faculty and staff continue to be very active in the areas of teaching and learning enhancement. During the review period .
 - a. A member of the department (Brooks) taught a summer teaching enhancement

workshop for World of Ideas instructors on “Introduction to Islam.”

- b. Three members of the department (Brooks, Cartwright, and Dazey) are responsible for advising the 39 Liberal Studies majors. Each semester, two or three members of the department (from Brooks, Cartwright, Dazey, Lebens and Nye) have participated in the faculty cadre of the Undeclared Advising Office. One member (Brooks) has been active as a College of Letters and Sciences Master Advisors Program (including contributions to the annual summer advising workshop). Two members of our department (Brooks and Cartwright) have instituted a Mentoring Subcommittee focusing on the development of our tenure-track Assistant Professor; we specifically are including her teaching improvement and her development as an advisor in the goals of this activity.
- c. During the period under review, members of the department: directed 14 students in independent study projects (Cartwright, Dazey, and Brooks); directed five honors-option research papers (Cartwright and Dazey); and supervised 6 senior thesis projects (Cartwright, Dazey, and Brooks). Five of the six full-time members (Brooks, Cartwright, Dazey, Lebens, and Luther) also assign research papers in one or more of their courses.
- d. Initiatives in student-learning based outcomes include: ???
- e. During the review period, departmental members (Cartwright, Nye, Dazey, and Brooks) have developed three new courses in philosophy and two in Liberal Studies. These are: PHILSPHY 247 Bioethics; PHILSPHY 248 Environmental Studies; PHILSPHY 365 Philosophical and Religious Perspectives on Death and Dying; LIBST 201 Liberal Studies Seminar; and LIBST 498 Senior Thesis.
- f. Three members of our department (Cartwright, Nye, and Dazey) have served as coordinator for the World of Ideas (interdisciplinary core course) Program. Collectively, we have held this position in each of the years covered by this

report.

We have developed and teach the following interdisciplinary courses: Bioethics, Business Ethics, Environmental Ethics, Philosophical and Religious Perspectives on Death and Dying.

C. Research and Other Scholarly/Creative Activities

1. In the last five years, the full-time members of the department (not including the two part-time faculty members):
 - a. published 5 books, one monograph, 15 journal articles or book chapters, and 4 book reviews (Brooks, Cartwright, Dazey, Luther, Nye, and Shibles).
 - b. The same six faculty made 12 presentations at regional or national conferences and 9 presentations at international conferences (Brooks, Cartwright, Lebens, Luther, Nye, and Shibles).

D. External Funding

1. Compared to many other disciplines, external funding sources are very modest in philosophy. Still, members of the Philosophy Program have been active in seeking and obtaining external support.
 - a. Andrea Nye (1998) participated in the funded 1998 Faculty Summer Institute on “Teaching the Ethical, Legal, and Social Implications of the Human Genome Project” at Dartmouth College.
 - b. Ann Luther and Wade Dazey (1998) were co-applicants for an NEH Focus Grant proposal entitled “Exploring Self-Identity: East Asian Perspectives.”
 - c. Wade Dazey (1999) was one of the participants in the Department of Education Title VI Grant to “Strengthen the Asian Studies and Language Curriculum and Develop a Pacific Asia Education Resource Center”
 - d. Wade Dazey (1999-2000) participated in the Global Business Resource Center Title VI Grant and wrote two of the internal evaluation reports for the Center.
 - e. Wade Dazey (2000) received a grant from the Fulbright-Hays Committee of the U.S. Department of Education to tour China as a part of a four-week seminar.
 - f. Ann Luther (2000) received a grant from the National Endowment for the Humanities to participate in a two-week summer seminar on Islamic Origins at the University of Chicago.
 - g. We also have applied for about six university grants during this period.

E. Professional and Public Service

1. In the last five years, the six full-time members of the department have:
 - a. Averaged three professional organizations offices per year at state, regional, national, or international levels (Cartwright and Lebens). These have included the North American Division of the Schopenhauer Society, the Research Board of the Internationale Schopenhauer-Gesellschaft, the Career Opportunities Committee of the American Philosophical Association, and the Midwest Society for Women in Philosophy.
 - b. Averaged more than four editorial board and reviewing positions per year (Cartwright, Lebens, Nye, and Shibles). These have included the editorial boards of *Humor: International Journal of Humor Research*, *Hypatia*, *Metaphor and Symbolic Activity*, *Schopenhauer-Jahrbuch*, and *Schopenhauer-Studien*.
 - c. Averaged one non-compensated consulting or intervention activity per year (Cartwright and Shibles) Usually, this was reviewing a doctoral dissertation manuscript.

- d. Averaged sixteen college and university memberships per year (Brooks, Cartwright, Dazey, Lebens, Luther, Nye, and Shibles). These service contributions have included membership in the Faculty Senate*, service on the Faculty Senate Executive Committee, service as chairs of the University Standards Committee, the Campus Landscape Planning Committee*, the College of Letters & Sciences Promotions Committee*, and Saunders Award Committee, service as co-chair of the International Education Committee, and service as coordinator of the World of Ideas program*. (* In every one of the five years, a member of our department has served in the Faculty Senate and has served as chair or coordinator of all those groups marked above with an asterisk.)
- e. Averaged six on-campus presentations/participation per year (Brooks, Cartwright, Dazey, Lebens, and Luther—including the UW-W International Students organization, the Interfaith Forum, the Lutheran and Episcopal Students group, the Philosophy Club, and the Women’s Fair. As mentioned in II.F., members of the department average an additional four off-campus presentations per year (Brooks, Cartwright, Dazey, Luther, and Nye)..
- f. In the last five years, David Cartwright won the UW-Whitewater Everett Long Award for the Advancement of General Education (2002), Ann Luther won the Chancellor’s Award given by the Chancellor’s Committee on Disability Concerns (2002), and Richard Brooks won the David Saunders Award for Excellence in Classroom Teaching in the Humanities (2000). Since 1990, Cartwright, Brooks, Dazey, Luther, and Nye collectively have won ten university and college awards (four for teaching, three for research, and three for service). Additionally, during this review period, David Cartwright twice was nominated by UW-Whitewater to win the system-wide Regents Award for Excellence in Teaching.

F. Resources for students in the program

1. The number of students in the program in relation to the resources available to the program are as follows.
 - a. The number of students per faculty member:
 1. The average number of minors over the past five years was 28.8.
 2. The average number of minors per full-time philosophy instructor was 7.2. (Each year, there were four full-time instructors in philosophy.)
 3. It should be noted that much of the faculty’s instructional time was devoted to non-minors. The General Education capstone course accounts for nearly half of all courses taught, and most students in the philosophy courses are taking them as electives to meet General Studies requirements. Philosophy and Religious Studies, as noted above, are providing courses that either required courses or electives in various other majors and programs (especially the

Liberal Studies Major).

- b. The amount budgeted to the Department of Philosophy and Religious Studies for supplies, student help, and work study has been as follows:

	Student Help	Work Study	Supplies & Services
1997-1998	\$ 1,000	\$ 500	\$ 4,500
1998-1999	1,000	500	4,500
1999-2000	1,000	500	4,500
2000-2001	1,000	500	5,500
2001-2002	1,000	500	5,500

Capital and major faculty development expenditures have been provided by the College of Letters & Sciences.

This modest budget, supplemented by income derived from operating and maintaining a copying service for other programs, has been sufficient over the review period to meet program needs.

G. Facilities, Equipment and Library Holdings

1. a. Facilities

The Department's office, conference room, workroom, and Philosophy faculty offices, as well as those of the Religious Studies faculty, are located on the fourth floor of Salisbury Hall. That all elements of the department are in one area has enabled the high level of collegial exchange and commonality of purpose that prevails among members of the Department.

The four academic FTE in Philosophy--together with the Department's two tenured FTE in Religious Studies--are supported by an 82% full-time program assistant. This secretarial support is adequate to support these programs.

The program is assigned the use of one classroom in Hyer Hall (217) and one room in Heide Hall (room 105). With the cooperation of other departments, who loan rooms to us on a one-at-a-time basis, our classroom space has been adequate.

b. Equipment

All members of the Department have computers in their offices and all are connected to the campus network. The Department Conference Room (Salisbury 442) houses an additional back-up computer and printer that is also connected to the campus network. The Conference Room also houses a collection of reference works and standard texts in Philosophy and Religious Studies. The conference room is used for department meetings, seminars, student tutorial and study review sessions, make-up exams, small college or university committee meetings. The Department office is fully equipped.

We operate for ourselves and others a copying station in Salisbury Room 437. This fully (and conveniently) meets our copying needs.

Most of the faculty use audio-visual equipment and/or computer technology for their courses, including use in the World of Ideas core course. Hyer 217 is fully equipped for such usage and equipment can be carried into Heide 105. The campus network and the Library electronic reserve also help facilitate our technological needs.

- c. The Anderson Library contains approximately 14,000 book titles and 50 active periodicals in the areas of Philosophy and Religious Studies according to a recent count of the relevant call numbers. Library holdings supplemented by interlibrary loans and on-line services have been sufficient to support courses in the Philosophy program. With the availability of the UW-Madison and other regional libraries, the research productivity of the Philosophy faculty also can be met. Members of the program have been diligent in ordering books and materials to support fully its programmatic emphases in ethics and the history of philosophy.

Appendices

The following appendices are included as attachments to this self-study:

Appendix A: Program APR

Appendix B: List Linking Courses to Assessment Objectives

Appendix C: Audit and Review Evaluation Report from Last Review

Appendix D: Trend data included from the University's Fact Book

Appendix F: Table of Faculty and Staff

There is no "Accreditation Report" (Appendix E in some self-studies) for our Minor program.

Appendix A
Program APR

Appendix B

Forms linking Courses to Assessment Objectives

Appendix C

Audit and Review Evaluation Report From the Last Review

Appendix D

Trend data included from the University's Fact Book

Appendix F

Table of Faculty and Staff Philosophy Minor Program

Tenured Faculty in Philosophy

1. Professor David E. Cartwright (1982), Ph.D., University of Wisconsin-Madison
References to David and his work are found in the following parts of Section III:
A.1. and A.2.; B.1.b., B.1.c., B.1.e., and B.1.f.; C.1.a. and C.1.b.; E.1.a., E.1.b.,
E.1.c., E.1.d., E.1.e., and E.1.f.
2. Assistant Professor Warren A. Shibles (1967), M.A., University of Colorado
References to Warren and his work are found in the following parts of Section III:
A.1. A.2. and A.3., C.1.a. and C.1.b.; E.1.b., E.1.c., and E.1.d.

Tenure-Track Faculty in Philosophy

3. Assistant Professor Crista Lebens (2000), Ph.D., Michigan State University
References to Crista and her work are found in the following parts of Section III:
A.1. and A.2., B.1.b. and B.1.c.; C.1.b.; E.1.a., E.1.b., E.1.d. and E.1.f.

Academic Staff in Philosophy

4. Dr. Ann Luther (1990) Ph.D., University of Wisconsin-Madison
References to Ann and her work are found in the following parts of Section III:
A.1. and A.2., C.1.a. and C.1.b.; D.1.b. and D.1.f.; E.1.d., E.1.e., and E.1.f.

Tenured Faculty in Religious Studies

5. Associate Professor Richard S. Brooks (1980), Ph.D., Northwestern University
References to Richard and his work are found in the following parts of Section III:
A.1. and A.2.; B.1.a., B.1.b., B.1.c., and B.1.e.; C.1.a. and C.1.b.; E.1.d., E.1.e.,
and E.1.f.
6. Associate Professor Wade Dazey (1990), Ph.D., University of California-Santa Barbara
References to Wade and his work are found in the following parts of Section III:
A.1. and A.2., B.1.b., B.1.c., B.1.e., and B.1.f.; C.1.a.; D.1.b., D.1.c., D.1.d.,
and D.1.e.; E.1.d., E.1.e., and E.1.f.
7. Professor Richard Yasko (1976), Ph.D., University of Chicago
References to Richard and his work are found in the following parts of Section III:
A.1. and A.2.,

Tenured Faculty in Philosophy Assigned to an Administrative Position

8. Dean Howard L. Ross (1993), Ph.D., Southern Illinois University
References to Howard and his work are found in the following parts of Section III:
A.1. and A.2.,

Emeritus Faculty in Philosophy active during 1997-2000

9. Andrea C. Nye (1978), Ph. D., University of Oregon.
References to Andrea and her work are found in the following parts of Section III: