



College of Arts and Sciences

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7 September 2016

MEMO

TO: Kate Miller
Provost/VPAA

FROM: Paula M. Lutz 
Dean, Arts and Sciences

RE: Program Review for the B.A. in Philosophy—Dean's recommendation

The B.A. in Philosophy has produced twenty-eight students in the past five years. Thirteen of those graduates were accepted into graduate programs across the region and the country—a laudable record. There is no question that the students who complete this degree are academically strong. The faculty, although small in number, have a high research output and have begun to consider interdisciplinary initiatives such as computational epistemology with computer science.

To quote from my memo of July 29 that discussed the M.A. in Philosophy: *“The faculty ranks in this department are thin; the College has been unable to invest resources here. Two faculty have split appointments and have moved from other units. There are only four full-time philosophy faculty. This strains the ability to run both a quality B.A. and M.A. The recommendation of the Dean is to discontinue the M.A. program and **concentrate on a restructuring of the B.A. to increase connections with and relevance to other majors.** After development of a more contemporary curriculum, a strong recruitment plan should be created. The strength of the program would also be enhanced by a merger of the department with one or more other units.”*

I reiterate these comments. The M.A. degree should be discontinued and the focus directed to the B.A. The B.A. degree should be strengthened in part by adding some amount of structure—common experiences—to the first two years. A comparator study of other philosophy B.A. degrees from universities with highly ranked philosophy departments should be instructive. I urge the department to look carefully at how they might contribute to other programs in terms of required courses as well; this will enhance SCH production and encourage interdisciplinary ties. Merging of this department with other units is also recommended.

August 2016 Review of the B.A. Program in Philosophy

Head: Franz-Peter Griesmaier (6-3231; fpg@uwyo.edu)

(I) Productivity

During the review period, 2010-2015, we graduated 28 B.A. students, four of whom were among the Top Twenty A&S Graduates (another one of our students was also a “Top Twenty” last year). We delivered 9756 undergraduate credit hours, or about 1626 per faculty FTE (about 108 undergraduate students/faculty/year). Of the 28 graduated majors, 13 went on to graduate programs (see below).

(II) Program Quality

1. Accreditation

There is no external accreditation body for philosophy. I submitted my last bi-annual report in June of 2015. In it, I pointed to the extraordinarily high research output of our department over the last two years: 6 books; 4 chapters in books; 12 refereed articles; 3 non-refereed articles; 77 poems; 39 presentations; and 34 interviews.

2. Faculty Credentials:

Robert Colter, PhD, Philosophy, Northwestern University

Susanna Goodin, PhD, Philosophy, Rice University

Franz-Peter Griesmaier, PhD, Philosophy, University of Arizona

Harvey Hix, PhD, Philosophy, UT Austin (.75 FTE, split with CW)

Jeffrey Lockwood, PhD, Entomology, Louisiana State U. (.6 FTE, split with CW)

Ed Sherline, PhD, Philosophy, University of Illinois-Chicago

Demographic Breakdown:

Caucasian: 6 Male: 5 Female: 1

1. Grant/Awards Generation (The UW awards I list are **not** restricted to the 5-year review period (we are good, but not superhuman); they are intended to highlight the overall quality of the current philosophy faculty members.)

| Project | (Co-) PI | Agency | Amount |
|--|---------------------|---------------------------------|--------------|
| Pilot Next Generation Science Standards 2015 | Griesmaier Lockwood | Campbell County School District | info pending |
| “Writing the West” 2015 | Lockwood | WY Humanities Council | \$ 6,500 |
| Ucross- Pollination Experiment – 2 2015 | Lockwood | Ucross Foundation | \$ 27,600 |
| Pilot Next Generation Science Standards 2014 | Griesmaier Lockwood | Campbell County School District | info pending |
| Premier of Ucross documentary, 2014 | Lockwood | WIHR | \$ 1,000 |
| Humanity and Nature 2014 | Lockwood | WIHR | \$ 2,000 |
| Humanity and Nature 2014 | Lockwood | WY Humanities Council | \$ 5,000 |
| Humanity and Nature 2014 | Lockwood | Saturday University Program | \$ 3,000 |
| Humanity and Nature 2014 | Lockwood | Ucross Foundation | \$ 27,600 |
| Humanity and Nature 2014 | Lockwood | UW, Biodiversity Institute | \$ 5,000 |
| Pilot Next Generation Science Standards 2013 | Griesmaier Lockwood | Campbell County School District | info pending |
| Inaugural Poem 2013 | Hix | Public Arts Program UT Austin | \$ 1,000 |

Philosophy Faculty Awards from UW

| | |
|---|---|
| PIE Award | 4 |
| Mortar Board Award | 2 |
| A&S Student Council “Thumbs-Up Award” | 2 |
| A&S Top Ten Faculty | 3 |
| A&S Extraordinary Merit in Teaching | 8 |
| A&S Extraordinary Merit in Research | 3 |
| John P. Ellbogen Meritorious Classroom Teaching Award | 2 |
| Excellence in Internationalization Award | 1 |
| George Duke Humphrey Award | 1 |
| CASE Professor of the Year for the State of Wyoming | 1 |

Philosophy Graduate Student Awards

| | |
|--|---|
| Ellbogen Outstanding Graduate Teaching Award | 2 |
| Outstanding Thesis Award | 2 |

3. Program Reputation

It is difficult to measure the reputation of a BA in philosophy in terms of applications to the program, as we did for the MA in our last review. For one thing, none of the undergraduate students apply to our program directly, and more importantly, almost no high school student has even the foggiest idea what philosophy might be. For these reasons, we hardly ever see freshman enrolling as philosophy majors, and those very few that do have sometimes a very unrealistic view of what the study of philosophy entails by way of intellectual rigor and difficulty. However, there are two more indirect measures. First, there is the number of majors we manage to recruit from the pool of students who take our introductory classes as part of their general education requirement. On this measure, we are doing quite well. Usually starting with a freshman class of 0, the number of philosophy majors increases in the sophomore and junior cohort to an average of about 30. Superlative teaching (our teaching evaluations are **always** above both college and university means, despite the very difficult and abstract subject matter), amazing TA support, and word of mouth through the philosophy club and other venues are most likely responsible for such a dramatic increase in majors during year 2 and 3. Second, out of 28 graduated majors during the review period, 13 were accepted into various graduate programs across the region and country (plus an additional 5 in 2016). As we all know, program reputation does play a role in admissions decision by graduate committees, so we have reason for believing that we have built a very good reputation over the years.

4. Curriculum

4.1 General considerations

Discipline-wide (with certain exceptions), undergraduate philosophy curricula emphasize the development of first-class thinkers. It is often in philosophy courses that undergraduates get their first exposure to original research and to abstract foundational questions that many times go unarticulated in more specialized disciplines. Our curriculum is no different in this respect. By introducing students to a wide variety of foundational questions, such as the nature of truth, of knowledge, of rationality, of values, and of ethical behavior (to name just a few), both in contemporary discussions and in the classical texts on those subjects, we aim at developing the skills required to think productively, critically, and cogently about such questions. There are two desired outcomes: to sharpen the student's reasoning skills, and to increase the conceptual possibilities they can take into account when faced with difficult questions in other disciplines as well as their own lives. Nationwide data show that extensive training in philosophy, especially for majors, results in an intellectual skill set that not only makes those students excel at standardized tests for various graduate schools (top scores on both the composite GRE and the LSAT, in the top five on the GMAT – see <http://dailynous.com/value-of-philosophy/charts-and-graphs/>), but also increases their earning potential by a considerable amount, due to being adaptable thinkers that can successfully chart a career path rather than having only been trained for their first job (see [http://online.wsj.com/public/resources/documents/info-Degrees that Pay you Back-sort.html](http://online.wsj.com/public/resources/documents/info-Degrees%20that%20Pay%20you%20Back-sort.html)).

4.2 Our current curriculum

B.A. Program of Study in Philosophy

General requirements. A major in philosophy requires a minimum of 33 hours (11 courses) of philosophy. At least 9 hours (3 courses) must be at or above the 4000-level. At least 15 **additional** hours (5 courses) must be at or above the 3000-level. The remaining nine hours (3 courses) may be at any level. Only those courses in which a grade of C or better has been earned may count toward the 33-hour requirement. The department **strongly** recommends that prospective majors take PHIL 1000, Introduction to Philosophy, as their first course in philosophy.

Distribution requirement. Students must choose **three** of the four distribution areas and take at least 6 hours (2 courses) in *each* of the chosen areas, **including at least one core course in each chosen area**. The distribution areas, with core courses in **bold** type, are:

1. Metaphysics and epistemology: PHIL 2310, 3440, **3510, 3560**, 4040, 4120, 4190, 4440, 4510, 4560.
2. Ethics and philosophy of value: PHIL 2200, 2300, 2330, 2345, 3250, **3300, 3350**, 4300, 4340.

3. Logic and phil./history of science: PHIL 2420, **3140, 3420**, 3500, 4140, 4420.
4. History of philosophy: PHIL 2100, **3100, 3110, 3120**, 3220, 3320, 4020, 4030, 4040, 4100, 4110.

Special topics courses (for example, PHIL 3000, PHIL 4000) are assigned to the appropriate distribution area on a case-by-case basis. And some of the courses listed above, especially the graduate seminars in area 4, might count in other distribution areas. To work out a suitable program, please consult with the department's undergraduate adviser, Susanna Goodin. The general level requirement and distribution requirement may be satisfied by the same courses. That is, a course may satisfy both of these requirements at the same time. No course may satisfy more than one distribution area, and no course may satisfy more than one general level requirement.

Courses:

PHIL 1000: Introduction to Philosophy (usually offered with important, GA led discussion sections)

PHIL 2100: The Greek Mind (cross-listed with MCL)

PHIL 2200: Social and Political Philosophy

PHIL 2300: Ethics in Practice (such as Bioethics and Business Ethics)

PHIL 2310: Philosophy of Religion

PHIL 2330: Environmental Ethics (used to be required by various engineering courses)

PHIL 2345: Natural Resource Ethics (used to be required by various engineering courses)

PHIL 2420: Critical Thinking

PHIL 3000: Special Topics (designation for courses that we are trying out, such as *African Philosophy*, *Philosophy of Sex and Love*, and also for almost all our summer courses)

PHIL 3100: History of Modern Philosophy: Rationalists

PHIL 3110: History of Modern Philosophy: Empiricists

PHIL 3120: Ancient Greek Philosophy (cross-listed with MCL)

PHIL 3140: Philosophy of Science (recommended in the physics curriculum)

PHIL 3220: Existentialism and Phenomenology

PHIL 3250: Global Justice

PHIL 3300: Ethical Theory

PHIL 3320: Eastern Thought (cross-listed with RELI 3320)

PHIL 3340: Philosophy in Literature (cross-listed with ENGL 3340)

PHIL 3350: History of Moral Philosophy

PHIL 3420: Symbolic Logic (recommended by COSC)

PHIL 3440: Philosophy of Mind (cross-listing with PSYC under consideration)

PHIL 3500: History of Science

PHIL 3510: Introduction to Epistemology

PHIL 3560: Introduction to Metaphysics

PHIL 4000: Philosophical Issues

PHIL 4020: Plato

PHIL 4030: Aristotle

PHIL 4040: Kant

PHIL 4110: Figures in Contemporary Philosophy

PHIL 4120: Philosophy and the Twentieth Century

PHIL 4140: Topics in Philosophy of Science
PHIL 4190: Philosophy of Language
PHIL 4300: Topics in Ethics
PHIL 4340: Issues in Environmental Ethics
PHIL 4420: Advanced Logic (cross-listed with COSC)
PHIL 4440: Topics in the Philosophy of Mind (possible cross-listing with PSYC and COSC)
PHIL 4510: Theory of Knowledge
PHIL 4560: Metaphysics
PHIL 5100: Figures in Modern and 19th Century Philosophy

4.3 Curricular innovations and changes

4.3.1 New Courses

- (i) *African Philosophy* (cross-listing with AADS and GAS in the works) (junior level)
- (ii) *19th Century German Idealism* (cross-listing with HIS and MCL being explored) (junior level)
- (iii) FIG for pre-law students (freshman)
- (iv) Philosophy Writing (introducing philosophy to wider audiences; junior/senior)

4.3.2 Interdisciplinary Initiatives

(i) *Computational Epistemology*: this would be the first program of its kind in the greater Rocky Mountain region, combining training in computer science and epistemology, a central area of philosophy. Similar programs exist at Stanford, Carnegie-Mellon, and U-Penn. It has also the potential to lead to greater internationalization through our already existing contacts with the Munich Center for Mathematical Philosophy in Germany.

4.3.3 Curricular change ideas with recruitment possibilities . (Under 4.3.3, I list new curricular ideas, which you might think are out of bounds, as there is a freeze on such initiatives. However, I met with Anne Alexander last week, and she very much liked those that I have included in my review, and she also indicated that there is a good chance that the freeze will be eased after the budget has been completed, sometime in November)

(i) Coordination with CJ about how to steer some pre-law students towards philosophy. Talks with Adrienne Freng and Michell Anderson are underway. The above-mentioned new FIG will be part of this conversation.

(ii) Exploring the possibility of a philosophy “+2” BA. Given that our four-year plan is back loaded with philosophy courses, as most of our majors are recruited in their first or second year at UW and consequently take the bulk of their philosophy course work during years 3 and 4, philosophy is ideally suited for this endeavor. We are in contact with

Patrice Noel (Director of Transfer Relations) and Cathy Connolly (Head of Gender and Women Studies) for talks.

(iii) 5-year MA (or 3+2). This should help us recruit talented students to the major, given the possibility of getting an MA with one extra year of course work. This will be an attractive option for students on a pre-law track, because an MA in philosophy significantly increases their chances of being admitted to a top law school. It comes at no cost and is in fact a new revenue stream.

5. Distance Delivery

Given the dialectical nature of philosophical work – making progress through real-time exchanges of reasons and challenges - the B.A. program cannot successfully be delivered as a distance-learning program. Such iterative exchanges of challenges and reasons take place during one-on-one discussions between students and instructor, and also during our seminars in group discussions that often spill into the hallways of the department even after the seminar has officially ended.

6. Quality of Assessment Plan

The assessment plan for the B.A. program is currently at tier 2, and we are working to move it to tier 1. The learning outcomes for the philosophy B.A. are the following:

1. The student will be able to understand abstract philosophy texts.
2. The student will be able to critically analyze abstract philosophy texts.
3. The student will be able to produce philosophy papers demonstrating deep understanding and critical analysis.

The third of these outcomes can be directly assessed using end of program term papers. However, since the first and second outcomes are reflected in the third outcome, end of program term paper evaluation will also tell us how well we're accomplishing these outcomes.

There was a single deliberate assessment activity, which was assessing the term papers of seniors in the fall 2015 and spring 2016 in the 4000 and 5000 level seminars for those two semesters. We used an undergraduate rubric for argumentative philosophy papers to assess the papers. We then compiled and evaluated the data from the direct assessment of these papers. There were six seminars offered in AY 2015-16. This yielded seven term papers, which constituted the raw material that was assessed. The rubric for argumentative philosophy papers includes the following evaluative dimensions: Organization, Reasoning, Justification, Originality, Clarity, and Precision. For each dimension, there are three possible achievement levels: unacceptable (U), average (A), and proficient (P). Seven papers were evaluated.

Organization:

Thesis announced: U: 4; A: 1; P: 2

Coherent plan: U: 1; A: 2; P: 4

Reasoning: U (no argument at all): 5; A: 1; P: 1

Justification: U (if no argument, then no justification): 5; A: 2

Originality: U: 3; A: 2; P: 2

Clarity: U: 1; A: 5; P: 1

Precision: U: 1; A: 5; P: 1

Here are the key findings:

Most of the papers failed to announce a thesis, and of these most failed to even contain a thesis. They were more or less reports on what others thought than independent and original investigations.

Most of the papers were coherent in plan.

Most of the papers failed to have any independent reasoning and justification (these two go together). And this is not surprising since a paper without a thesis is a paper that has no need of argument and justification.

Originality was more mixed. Some of the papers strived for originality.

The two dimensions where the papers by and large succeed the most were clarity and precision. Of course when writing about difficult and technical issues, it taxes a student's ability to achieve clear prose, but the students by and large were able to convey their meaning, provide transitions, and avoid long winded and obscure prose.

7. Strategic Plan ('PHIL Goal' refers to the strategic plan of the philosophy department)

A&S Goal 1: Our scholarly and creative output has been exceptional in the five most recent years, as mentioned earlier. However, it will likely be difficult to maintain as we are now down to four full-time and two part-time faculty members with increasingly broad teaching responsibilities. However, there are new book projects in the works. Griesmaier and Lockwood are writing a new textbook for the philosophy of science, aimed at undergraduates in the various scientific disciplines with no prior exposure to philosophy. It is tentatively entitled *Philosophical Problems in the Empirical Sciences*. Rob Colter is the co-author of a book, which has been submitted in proposal form to presses such as Harvard UP, Indiana UP, and Stylus Publishing. It is entitled *Socratic Inquiry in the Modern Classroom* and introduces scholars and teachers to their Socratic Model of Scaffolded Learning (SMSL). SMSL is an innovative hybrid approach to teaching and learning, which aims to bridge the gap between the dominant paradigms of lecture-based and student-centered approaches. What SMSL offers is a grounding in both the seminal figure of Socrates as well as in more recent work in developmental psychology and educational theory. Susanna Goodin has been invited to contribute a paper on the value of teaching the philosophy of religion in U.S. universities for a forthcoming anthology.

A&S Goal 2: We devote significant funds to the support of our majors' participation in conferences (Mathes and Hodges endowment). We are also able to provide some support to our best seniors through the generous Kaleb Paul Skog Memorial Scholarship from the

Skog family in memory of their son, a former philosophy major, who is deceased. Collectively, we served on 66 graduate committees in 9 departments representing 3 colleges during the last two years alone.

A&S Goal 3: We established liaisons with the Munich Center for Mathematical Philosophy in Germany. As a result, two of our former MA students, Liz Bell and Elizabeth Cantalamessa, were accepted to a workshop on mathematical philosophy in Munich, Germany, during summer of 2014. In the summer of 2015, Amanda Julian, a former philosophy major at UW and now in the MA program, also participated in the Munich workshop. In the spring of 2015, Ed Sherline visited, and established liaisons with, two universities in Ethiopia, which will lead to further internationalization opportunities for our students. (UW Plan, G1, O3). For the fall of 2016, Robert Colter has been invited to visit Waikato University in Hamilton, New Zealand to collaborate with a faculty member on a book about philosophical pedagogy. Additionally, an early draft of another book manuscript, *Philosophical Problems in the Empirical Sciences* (see above), is also in a test-phase at Waikato University, where colleagues have graciously agreed to use portions of it in their philosophy of science course.

A&S Goal 4: We did not hold regular articulation meetings with Wyoming's community colleges, because a philosophy curriculum is not offered on a regular basis by any of them (only LCCC offers between 1 or 2 philosophy courses regularly) . However, we had discussions with Northern Wyoming Community College – Gillette about a course in Business Ethics. Moreover, we are currently considering to offer a “+2” BA in philosophy (see above, 4.3.3). If this comes to pass, we will have articulation meetings with the seven community colleges, following the blue print that Cathy Connolly has developed for the BA in Women's and Minority Studies. Through WIHR, of which Susanna Goodin was the founding co-director 2012-2015, we strongly support the humanities initiative. Many of us gave various lectures and presentations throughout the state. A documentary about Lockwood's Ucross Experiment toured the state last year. Lockwood and Griesmaier conduct yearly workshops on implementing critical thinking as part of the Next Generation Science Standards in Gillette for in-service teachers (UW Plan, G 3). The *Stoic Camp*, brainchild of Colter, is open to all residents of Wyoming, but also participants from out-of-state, and is growing (PHIL G 4). This initiative, which has great recruitment potential, would be more difficult to realize, if our MA program were indeed cut, because it relies heavily on the involvement of philosophy MA students. Gaining such experiences outside the classroom is invaluable for their careers. And the philosophy department, and frankly UW as a whole, gains tremendously from this activity by having their national profile raised. For example, last year, two venture capitalists from NYC participated in the camp and have consequently made the camp and UW known in the Eastern US as a place of great innovation. Colter is currently also exploring the prospects of extending a Stoic-Camp like experience to the prison system in Wyoming. Wyoming's DoC has expressed strong interest in bringing philosophy to the prisons. Susanna Goodin is serving as the ethicist on a federally mandated Wyoming Task Force to develop Crisis Standards of Care, which provide guidelines for how to deal in ethically defensible ways with catastrophic events, should they happen in Wyoming. Harvey Hix curated the exhibition *Ley Lines: Intersecting Conversations* for the UW Art Museum, which then traveled to Encampment High School, Platte Valley Community Center (Saratoga), Casper College, and the Laramie County Public Library in Cheyenne.

A&S Goal 5: We support the science initiative by attempting to provide resources for students useful for exploring the conceptual foundations and historical and social context of the various scientific disciplines. Griesmaier and Lockwood are currently working on a new textbook (see above) aimed at students in the sciences with no former exposure to philosophy. Early drafts of this textbook have been used in our regular philosophy of science course. As part of their assignments, BA students in the philosophy of science course are required to provide feedback on some of the material by pointing out where more background is needed, what topics should be explored in greater detail, by evaluating the examples, etc. We believe that this exercise helps the students develop the skills involved in close reading and analysis, develop a sense of how problems in the different scientific disciplines are related, and it also empowers them by becoming critics of and contributors to a work in progress. Susanna Goodin offers a junior level Honors course “What to Think about How to Think”, which is an examination of competing claims to the rationality and superiority of scientific reasoning and methods, including postmodern and feminist critiques with an emphasis on a critical reading of those critiques.

A&S Goal 6: Through our efforts to offer intellectually challenging and rewarding courses, we did not have any problems with under-enrollment. Our curriculum has no bloat and thus presents no undue burden on the college. This is due to the fact that we are successful in recruiting students to our major through introductory courses, which rely heavily on intensive interactions between undergraduates and our MA students: discussion sections, one-on-one tutoring, and conducting review sessions. Our graduate students are also heavily involved with running the philosophy club, which is another recruitment venue for us. Last year, the club was instrumental, together with other RSOs, in bringing the Veritas program and Sam Newlands from the University of Notre Dame to campus for a discussion of the problem of evil (featuring Susanna Goodin), which drew an audience of about 500. Cutting the MA program will therefore negatively impact the quality of our BA and be detrimental to A&S goal 6.

A&S Goal 7: Our assessment efforts have been met with approval, and we are now at tier 2. We are actively working on moving to tier 1. In the fall of 2014, we produced a four-year plan, taking into account the fact that we almost never have freshman majors. Aside from a few exceptions, such as transfer students, all of our majors are recruited during their first or second year at UW, which speaks highly for the intellectual rigor and engagement that students at UW are searching for and finding in the courses offered by the philosophy department.

(III) Mission Centrality

Philosophy is mentioned explicitly twice in the establishing document of the University of Wyoming as a central part of the educational mission of UW:

“21-17-101. Establishment.

There is established in this state, at the city of Laramie, an institution of learning to be known as "The University of Wyoming".

21-17-102. Objects; departments.

(a) The objects of the university are to provide an efficient means of imparting to men and women, without regard to color, on equal terms, a liberal education, together with a thorough knowledge of the various branches connected with the scientific, industrial and professional pursuits. To this end it shall embrace colleges or departments of letters, of science and of the arts together with such professional or other departments as in course of time may be connected therewith. The department of letters shall embrace a liberal course of instruction in language, literature and philosophy, together with such courses or parts of courses in the college or department of science as are deemed necessary.

(b) The college, or department of science, shall embrace courses of instruction in the mathematical, physical and natural sciences, together with such courses in language, literature and philosophy as shall constitute a liberal education.”

(Title 21, p. 352f; accessed at legisweb.state.wy.us/statutes/compress/title21.doc, 05/06/2016; my emphasis)

Clearly, the establishment document explicitly tasks the University of Wyoming with providing a liberal arts education, for which philosophy is deemed essential. Given the dialectical nature of philosophy and its reliance on discussions, textual and argumentative analysis, and the development of critical reasoning skills, the BA in philosophy is at the very heart of a liberal arts, and indeed a university, education. The skills acquired in philosophy are readily transferable to many areas, as various nationwide data show (see above, 4.1). Our majors are accepted into very good graduate programs in various fields, or they start rewarding careers in private industry, the arts, law, and even politics (one of them is currently working for Senator Enzi). Moreover, philosophy majors have won five “Top Twenty A&S Graduate Awards” over the last five years (four during the review period and an additional one last year), which amounts to more than 15% of our graduating majors. Hardly any other program on campus is comparable in the above-mentioned respects to the B.A. program in philosophy. It truly provides a unique and irreplaceable service to the central teaching mission of the university. Here are some of the details.

1. Mission, vision, and strategic goals support

“At the center of UW’s mission are our students [and] the task of providing [them] with a strong liberal arts foundation [...]”¹ And at the center of a strong liberal arts foundation is philosophy, as the document establishing UW explicitly recognizes. The A&S UP4 Plan (06/2014) promises to provide, among other things, “critical thinking [and] ethical foundations [...] to allow our students to find solutions to the problems and challenges facing the state, nation, and world in the future.” Critical thinking – the evaluation of arguments in support of claims – has traditionally been the province of philosophy (almost

¹ UW – UP4 Strategic Plan, Draft 10/2014, p.3.

all extant textbooks in critical thinking have been written by philosophers, and virtually all courses called *Critical Thinking* are housed in philosophy departments all across the country), and developing the required skills is emphasized in all of our courses. Ethics is, of course, one of the core disciplines of philosophy. It is much more than the mere adherence to “professional codes of ethics” – true ethics is grounded in the enlightenment idea of autonomous individuals approaching ethical and moral dilemmas by using reason and argumentation. Such reasoning can at first be quite difficult, and our courses are essential for the success of our students in acquiring a sophisticated and applicable understanding of the foundations for all ethical claims that serves them in their future careers and lives: Simply put, our B.A. prepares them for enlightened, and thus “for complete living.”

2. Contributions to other programs across campus

The B.A. in philosophy contributes to the mission of the university as a whole through its large offerings in general education courses (Introduction to Philosophy, Critical Thinking, various courses in Ethics) Moreover, most of our courses support the new USP requirements, mostly the H requirement, and increasingly also the G requirement (e.g., African Philosophy, German Idealism, Global Justice). We are also starting to apply for a Com II designation for those of our introductory courses that are linked to discussion sections; however, as the MA has been recommended for discontinuation, Com II might not remain feasible for us. We will apply for a Com III designation for our 4000 level courses, which are run like graduate seminars with a lot of student-centered work, public speaking, etc. Our program also offers courses through the Honor’s Program. Rob Colter and Susanna Goodin are teaching for the High School Institute. Philosophy faculty have given guest lectures in ENR, ECOL, RELI, EMAT, HON, POLS, ENGL, HIST, SPAN, STAT, and MATH. Apart from our role in general education, our courses contribute to other programs on campus:

Symbolic Logic and *Advanced Logic* contribute to COSC and MATH

Philosophy of Science, History of Science, and What to Think about How to Think contribute to all of the science programs

Ethics in Practice, Environmental Ethics and *Natural Resource Ethics* contribute to programs in Engineering, AG, the Health Sciences, Business, to ENR, and to SER

The Greek Mind and *Ancient Greek Philosophy* contribute to MCL and HIST

Philosophy of Religion and *Eastern Thought* contribute to RELI

Philosophy in Literature contributes to ENGL and MCL

Global Justice contribute to the Colleges of Law and of Business

Social and Political Philosophy contributes to POLS and CRMJ

Introduction to Epistemology contributes to COS (data base updating) and PSYC

Introduction to Metaphysics contributes to COS (ontologies) and ECOL

German Idealism contributes to MCL, HIST, and POLS

Philosophy of Mind and *Topics in the Philosophy of Mind* contribute to PSYC

Philosophy and the Twentieth Century contributes to HIST

African Philosophy contributes to AADS, GAS, and RELI

History of Modern contributes to MCL (French, German) and POLS

Philosophy of Love and Sex contributes to GWST, Law, RELI, PSYC, and BIOL

3. Placement data for our B.A. graduates during review period

| | | |
|---------------------------------|---|----------------------------------|
| Graduate program in philosophy: | 5 | (+ 2 in 2016) |
| Other graduate program: | 8 | (+ 3 in 2016) |
| Private Industry: | 8 | (+ 2 in 2016) |
| Law: | 2 | |
| Arts: | 1 | (recording artist) |
| Politics: | 1 | (executive aid for Senator Enzi) |
| Unknown: | 2 | |
| Deceased: | 1 | |

4. Uniqueness

There is no other program at UW, or in the state of Wyoming, that duplicates our B.A. program in philosophy and its ability to foster critical reasoning skills. The program is unique in several ways. First, it constitutes an advanced study of *the* core area of any liberal arts education by systematically investigating the very foundations, not only of the other humanities, but also of the sciences: What exactly is truth? How can theoretical

claims that go beyond the empirical evidence be justified? What is a cogent argument? What features determine the moral and ethical status of an action? Why exactly does mathematics, a discipline that is largely independent from empirical questions, apply to the empirical world? What can we learn from earlier attempts to wrestle with such questions about our current concerns? Do those concerns change themselves over time as the result of fundamental conceptual revolutions, or do we find historical stability? Second, philosophy is the go-to discipline for acquiring critical reasoning skills. Our B.A. program is singularly well suited to contribute to UW's institutional goal to foster such skills, as it allows undergraduates to wrestle with abstract concepts required for successful critical reasoning. These skills are not just taught in our critical thinking course – the students are required to develop them in all of our courses. Finally, the B.A. program contributes to the national and international visibility of UW by being the launching pad for successful academic careers all across the country.

(IV) Cost

According to our calculations, the salaries for faculty + GAs reported on the OIA sheet are too high by about \$75,000. If one were to take into account the fact that two of our faculty members are only part-time in philosophy, the salaries are too high by \$145,000. This of course means that the EPBs and total instruction costs are too high as well, compared with the numbers calculated on the basis of the financial information the department has (salary ledger, etc.).

Academic Program Review: **Philosophy BA**

Section 8 – Cost

- a) Ratio of student credit hours per FTE (AY 2014/15): **487.1**
- b) Direct instructional expenditures (FY 2015): **\$977,917**
 - i) Per student FTE: **\$11,215**
 - ii) Per total degrees awarded: **\$88,902**
 - iii) Non-personnel expenditures / total academic FTE: **\$4,640**
- c) Course enrollment (AY 2014/15)
 - i) Classes falling under university minimums: **2**
 - ii) Lower-division courses falling under university minimums: **1**
- e) Research expenditure per tenure-track FTE (FY 2015): **\$330**