FY2008 DEPARTMENTAL ANNUAL REPORT
OF CONTINUOUS IMPROVEMENT

Department of Philosophy
Fort Hays State University

I.   DEPARTMENTAL OVERVIEW

A.   Departmental Mission and Vision Statements

Time, space, and cosmos, the mind, moral ideals, religion, political aspirations, education, professional obligations, love, death, the law, sports, mystical experience, art and creativity, logic, mathematics, freedom, and the meaning of life – philosophy is no less than the pursuit of a deep and systematic understanding of everything. It is the central academic discipline, drawing together questions and knowledge from all the other disciplines and attempting to integrate them with personal experience so that one achieves a greater understanding of oneself and one's place in the order of reality. The Department of Philosophy offers major, minor, and certificate programs at the undergraduate level and four courses that may be taken by graduate students who are seeking advanced degrees in other areas. Courses in philosophy at every level are especially well suited to developing excellence in critical thinking and analysis, a good grasp of intellectual history, tolerance, objectivity, intellectual curiosity, clear and logical expression of ideas in speech and writing, and the habit of thinking things through for oneself.

> After college, philosophy majors typically continue their education in graduate school where they earn the professional credentials to pursue vocations in fields such as law, medicine, business, information technology, ministry, and education. Even with just an undergraduate degree in philosophy, students are attractive to employers, especially to employers looking for adaptability, good thinking and writing skills, and the ability to work with people from a wide variety of backgrounds. Philosophy majors become particularly adept at examining information and coming to good judgments based on information. Recent graduates of the FHSU major program in philosophy have taken up professions as diverse as teacher, businessman, philosophical counselor, lawyer, minister, doctor, museum educator, data specialist, designer of legal software, tennis pro, and rodeo cowboy.

> The mission of the Department of Philosophy is to create the opportunity for student development of the philosopher's knowledge and wisdom, skills and abilities, and attitudes and values.

B.   Departmental Goals, Objectives, and Strategic Priorities
Our *meta-goal* is to produce graduates who are:

Knowledgeable – They know of past and continuing achievements of philosophical inquiry;

Logical – They reason in a logical, clear, analytical, and organized fashion;

Intellectually civilized – They will counteract intellectual provincialism in both of its two main forms, namely, narrow vocationalism and an uncritical assumption of the limitations of one's time and place;

Reflective – They will subject assumptions and behavior – their own and others' – to evaluation and appropriate improvement;

Wise – They will understand reality and act in a way appropriate to that understanding.
The list of *specific goals and expected learning outcomes* that follows resulted from departmental discussion and reflection upon both the nature of philosophy and the ideal characteristics of our graduates. The philosophy program is aimed at enabling students to acquire three different types of attributes: knowledge or other cognitive states, skills or abilities, and attitudes or values. These different classes of attributes are reflected in our goals. The first goal focuses on the development of knowledge of the major figures, strands, and eras of philosophy. The second goal focuses on the development and use of skills characteristic of philosophy and intellectual inquiry more generally. The third goal returns to the knowledge category, and it directs our attention toward some of the traditional topics of philosophy. Our fourth and last goal is aimed at encouraging within the student some valued attitudes.

Goal 1 – To acquire knowledge of the development of metaphysics, value theory, epistemology, and logic. The learner can (1) explain the features, strengths, and weaknesses of a variety of philosophical systems: those of Plato, Aristotle, Augustine, Aquinas, Descartes, Hume, Kant, and Wittgenstein; (2) identify the primary questions and responses to those questions in metaphysics, value theory, epistemology, and logic; (3) identify the primary questions, responses, and figures of four different periods in philosophical history: the ancient, medieval, modern, and contemporary.

Goal 2 – To recognize and employ logical techniques. The learner (1) analyzes the reasoning of himself or another; (2) identifies the type of inductive or deductive reasoning; (3) displays the structure of the reasoning in a manner understandable to a non-professional; (4) evaluates the validity of the reasoning.

Goal 3 – To recognize alternative conceptions of man, God, and the universe and the possible relations among them. The learner is able to explain and evaluate (1) the four major arguments for the existence of God, the ontological, the cosmological, the teleological, and the moral arguments; (2) the major argument contesting the existence of God, namely, the problem of evil; (3) four different theories of the nature and proper conduct of human life; (4) four different theories of the ultimate nature of the physical universe; (5) three different theories of the worth or value of the physical universe.

Goal 4 – To employ their knowledge of different value systems in coming to individual conclusions and in applying these conclusions to their thought. These program goals are not just means of securing, but also important constituents of, the goals of the university as a whole.

II.   DEPARTMENTAL HIGHLIGHTS

A.   Department Productivity and Distinctive Accomplishments

1. FY08 continued to be another year of transition for the faculty of the department as Dr. Timothy G. Murphy was added to our group, while Drs. Rich Hughen and Steve Tramel continued their phased retirement. Because the Department of Philosophy has a strong major program, it is able to attract and retain top-quality teacher-scholar-servants. The quality of the faculty has been so high that it has served as a kind of leavening influence on the life, mind, and activities of the institution as a whole. Members of the philosophy faculty have been in the vanguard of nearly every important academic and curricular development at FHSU since 1950. Most recently this leadership helped to bring about the redefinition of scholarship on campus through the department's involvement in the Faculty Senate and the Research Environment Committee.

2. The philosophy department continues its recent pattern of growth, maintaining roughly 20 majors in the program over the last few years which is far above average for the department. The academic unit is also among the most energetic and effective in providing workshops and experiences for the gifted high school students in our region as well as for their teachers and facilitators. We recently expanded our outreach to high school students by traveling to Salina to present a philosophy day for a group of regional high school students. This event was very successful and has already been scheduled for next year. In addition, it will be the template for even further expansion to the Wichita area in AY08-09.

3. The graduates of the major program who chose to go to graduate school in our discipline found themselves well prepared to succeed there and thereafter in their careers. We have four recent graduates attending Ph.D. programs in philosophy and an equal number attending law school.   Many of these students earned full scholarships.   Several other recent graduates are now successful philosophy professors at excellent schools (for example: University of Kansas, University of Oklahoma, Marquette University, Benedictine College, The University of California at Santa Clara, Cornell University, Syracuse University, the United States Military Academy at West Point).

4. The philosophy department faculty are dedicated and talented teachers across the board, as witnessed by outstanding TEVAL scores and recognition from students. We have had several Mortar Board Top Professor Awards in recent years and this year two members were named as nominees for the Pilot Award.

5. The academic unit is among the most energetic and effective in providing distance education through the Virtual College, especially by supplying core courses for the Master of Liberal Studies program. This includes preliminary work for offering the MLS program to HKICE beginning in F09 and several meetings that will culminate in the revisions of IDS801 and 802. Our faculty have also been involved in the revision of IDS401 as well as the creation of new VC courses like PHIL100: General Logic and PHIL160: Political Philosophy.

6. The weekly pro-seminar meetings at which members of the philosophy faculty work together on their scholarly projects and share their experiences and suggestions for how to be more effective classroom teachers have been a highly productive tool for faculty development. In terms of scholarship, although the qualitative data below tells part of the story, there are four book-length scholarly projects being worked on by tenure-track faculty alone.   In addition, two of our majors had undergraduate research papers accepted at juried conferences this past year.

B. Department Performance Indicators

Key Performance Indicator	Baseline FY2004	Actual FY2005	Actual FY2006	Actual FY2007	Actual FY2008
Freshmen	1	1	1	2	1
Transfer Students	1	2	0	0	0
Majors					
Undergraduate (first majors/second majors)	17 13/4	23 17/6	23 18/5	24 18/6	16 10/6
Graduate majors	NA	NA	NA	NA	NA
MLS students	0	0	0	1	0
Major Retention	NA	16/8: 50	10/6: 60	15/14:93	18/8:44
Student Credit Hour					
Undergraduate	4095	4425	4454	4969	5446
Graduate	693	724	948	500	720
Faculty					
Tenured or Tenure-track Faculty (Headcount)	4	4	4	4	4
Non Tenure-Track Faculty (Headcount)	0	2	2	1	1
Other Faculty (Headcount/Sections Taught) [OTHER FACULTY UNDER CONTRACT (VIRTUAL COLLEGE PART-TIME) AT 4 SECTIONS = 1 FTE FORMULA; INCLUDE TOTAL NUMBER OF FACULTY AND SECTIONS TAUGHT]	4.0 (13/37)	4.75 (11/41)	4.75 (11/42)	5.0 (12/46)	4.25 (10/34)
Degrees					
Undergraduate degrees	1	2	1	9	5
Graduate degrees	NA	NA	NA	NA	NA
MLS degrees	0	0	0	1	0
Scholarly Activity (See Section IV for documentation requirement)					
Number of books, book chapters, and **refereed** articles published	6	10	10	7	3
Percent of faculty publishing **refereed** books, chapters, or articles	33% tenure	75% tenure-	75% tenure-	25% tenure-	25% tenure-

Key Performance Indicator	Baseline FY2004	Actual FY2005	Actual FY2006	Actual FY2007	Actual FY2008
Number of **non-refereed** articles and presentations	track, 17% all	track, 30% all	track, 30% all	track, 3/20% all	track 16% all
Percent of faculty publishing **non-refereed** articles or presentations	0	1	1	3	3
	33% tenure track, 17% all	75% tenure-track, 30% all	25% tenure-track, 20% all	2/50% tenure-track, 3/20% all	60% tenure-track, 30% all
Number of scholarly performances and other creative activities	0	0	0	0	0
Percent of faculty in scholarly performances or other creative activities	0	0	0	0	0
Total number of external grant applications submitted/percent of faculty submitting	0	0	0	1/25%	1/25%
Total number of funded external grants/percent of faculty funded	N/A	N/A	N/A	Pending	1/25% (Fulbright)
Service Activity					
Percent of faculty meeting acceptable standard of service activity [NOTE: this percent includes faculty meeting exceptional standard of service activity.]	100%	100%	100%	100%	100%
Percent of faculty meeting exceptional standard of service activity	60%	60%	60%	75%	80%
Assurance of Student Learning [NOTE: Each department should pick at least two direct measures of student learning outcomes and two indirect measures. Examples of direct measures include: first-time pass rate or average scores on standard exit exam, number of students successfully completing reviewed portfolios. Indirect measures would include student satisfaction, alumni and employer data, or any other perception based data.] Direct Outcome 1 [SPECIFIC LEARNING OUTCOME MEASURE] Direct Outcome 2 [SPECIFIC LEARNING OUTCOME MEASURE]	High quality senior thesis General satisfaction indicated on TEVALs	High quality senior thesis General satisfaction indicated on TEVALs	DO#1) Senior Theses Grade B or above: 1/1 (100%) General satisfaction indicated on TEVALs	DO#1) Senior Theses Grade B or above: 7/8 (87%) DO#2) High Quality Senior Portfolio	DO#1) Senior Theses Grade B or above: 3/5 (60%) DO#2) High Quality Senior Portfiolio (incomplet

Key Performance Indicator	Baseline FY2004	Actual FY2005	Actual FY2006	Actual FY2007	Actual FY2008
Indirect Indicator 1 [SPECIFIC LEARNING OUTCOME INDICATOR] Indirect Indicator 2 [SPECIFIC LEARNING OUTCOME INDICATOR]				II#1) Senior Survey II#2) Senior Exit Interview	e) II#1) TEVALs Q1 Dept. Summary: F07/4.25 S08/4.30 II#2) Senior Survey & Exit Interview: 5/5 done
Other Department Key Performance Indicators (up to 3 additional measures, optional)	None	None	None	None	None
Number of Faculty Visiting Foreign Campuses	XX	XX	XX	XX	1
Number of Students (majors) Participating in Study Abroad and Exchange Programming	XX	XX	XX	XX	0

C. Department Quality Initiatives and Results

FY2008 Quality Initiatives	Results
To develop and offer a virtual section of PHIL100: Logic in U07 and F07.	Responsible Party: Gene Rice Results: This course was developed on schedule and offered for the first time in F07. It is a success and has been added to our regular VC course offerings, filling to capacity each time.
Implement and monitor effectiveness of recent and proposed changes in the degree program (adding courses in ethics and epistemology to the core, requiring more substantive writing projects in certain major courses)	Responsible Party: Gene Rice Results: Our continuing commitment to improving the assessment and structure of our major program led to an all faculty retreat in January of 2008 where we took a comprehensive look at the status of our program and then further delineated our goals. Please consult section II.A of this report for more information.

FY2009 Quality Initiatives	Responsible Party, Resources, and Plan
To redevelop some of our older and most important virtual college classes, especially: (1) IDS401: Ethics in the Professions and Business, (2) IDS 801 Introduction to Graduate Liberal Studies and (3) IDS 802 Ways of Knowing in	Resources: money to pay for development & some reassigned time for faculty members in certain cases Responsible Party: consistency and general oversight, Gene Rice; some classes likely to be developed primarily by others, e.g., 1) Professor Tj Reilley, (2) & (3) Dr. Timothy Murphy

Comparative Perspective as well as possible others. We plan to have these first three ready for rollout between F08 and S10 for various constituencies, both domestic and international.	
Create a "Philosophy Major Handbook" that would help clarify the assessment and advising procedures as well as research resources to help our students succeed.	Resources: minor budgeting for physical resources, from OOE and time for faculty and staff to create the folder Responsible Party: Gene Rice

D.   Institutional Quality Results

FY2008 University Initiatives	Department Activities/Results
Improve undergraduate student's writing abilities	1) Philosophy is naturally a writing intensive major and we have been working on improving elements of our upper-division requirements for two years, especially PHIL499: Senior Thesis. In the long run we expect that these various improvements will improve the Direct Outcome #1 of Section II, B. above. 2) Possible upcoming presentation to CAS on value of Senior Thesis
Develop mobile computing teaching and learning environment	1) Increased use of Blackboard for both VC and on-campus classes by adjunct and regular faculty members. 2) All full-time faculty members have tablet computers now. 3) Some initial research done into e-portfolios and web-based critical thinking skills tests for our major program assessment, possibly linking with Political Science and/or English to pilot something soon.
Internationalize the campus and curriculum	1) Continue to provide IDS401 VC classes for Tak Ming, Shenyang Normal University and University of International Business and Economics. Last fall we taught five sections in China. 2) Working to provide MLS 801/802 on campus section for Chinese graduate students who need on campus credit hours. 3) Our department now requires the teaching of a substantial section on eastern philosophy as a regular component of all of our on-campus PHIL120: Introduction to Philosophy courses as a way of emphasizing the need to learn more about other models of human nature and thinking. 4) Our curriculum regularly offers PHIL160: Philosophy of Eastern Religions, scheduled again for F08 and recently pioneered an interdisciplinary course Introduction to Islam in SP08 with the History and Political Science departments. 5) Won a Fulbright Visiting Scholar "Direct Access to the Muslim World" grant to bring Professor Ruksana Kibria of Dhaka University, Banladesh to campus in March, 2008. 6) Work on bringing the MLS program to HKICE in the near future, and revising some of the course materials. 7) Begin creation of new VC class PHIL201: Political Philosophy course in support of the new BA in Political Science.

	8) PHIL160: Philosophy of Eastern Religions course awarded a Diversity Awareness Grant from College of Arts and Sciences for F08. 9) Service on the Dare to Dream's Asian Studies Task Force
Strategically manage new enrollment opportunities	1) Hosted our annual Philosophy Workshop for gifted high school students in October 2007. 2) New regional workshop trip to Salina South, Salina Central and other schools in the Salina area CO-OP for FL 07 with plans to extend to Wichita next year working with a new department alum who teaches in the area.
Improve student learner outcomes in computing	

II.   FY2009 STRATEGY AND OPPORTUNITIES FOR IMPROVEMENT

A.   Departmental Reflection of Strengths, Needs, Opportunities, and Threats

Although the faculty members of our department have always taken some time to reflect on the value and success of our teaching during the course of an academic year, prior to this year these efforts had been less than systematic and often reactionary steps taken by the chair to fulfill administrative requests. We decided we needed to start from the top and take a look at the entire program as a group of philosophers. In January 2008 the philosophy department held a strategic planning retreat over two days before the spring semester. The prior fall we distributed various preparatory tasks as outlined in the first section of the Year of the Department (YOTD) including the benchmark information from peer institutions (step 2C) and preparing faculty through accumulating documentation and historical goals (3.B). Our meetings resulted in a new mission statement and substantial progress in revising our Learning Objectives (Step 1.1 and 2, A-C) to be included in our new Affinity Diagram, which should be competed this fall. Additionally we took a serious look at revising elements of our certificate program as well as our involvement with the MLS and Internationalization efforts on campus.

Current Strengths	Current Needs
1) **Strong major program**: we graduated 14 students over the past two years, and averaged 20-25 majors over the past several years, roughly triple the number of majors in 2002. Many of these students have earned full scholarships to graduate schools in law and philosophy. 2) **NSSE Student Performance**: In 2007 the Philosophy Department scored above average in every index (top five in Enriching Educational Experiences) while in 2006 students scored above average in four out of five indexes (and top five in Level of Academic Challenge, Student-Faculty Interaction and Supportive Campus Environment). 3) **Excellent Faculty**: our department faculty are excellent teachers, committed scholars and servants, all the while producing an amazing SCH per FTE of 1249.	1) Tenure-track status for the full-time, temporary MLS position to secure program stability, quality VC offerings and success in expanding our program to China. 2) Staffing a full-time year around position for International Partnerships, especially our continued involvement with China. 3) Continuing need for more sections of applied ethics: IDS400, IDS401 and PHIL340 as requested by other departments (Nursing, Leadership, Justice Studies, Sociology, etc.) 4) Office space for faculty, and for a combines MLS and VC testing center. 5) Continuing revisions for old VC classes, including: a) MLS: Dr. Murphy beginning to remake the MLS core courses IDS801 & 802 as well as b) IDS400 and c) PHIL120.
Future Opportunities	**Future Threats**
1) Involvement with the MLS in China at HKICE 2) Continuing and recent additions to the faculty bring fresh ideas and energy to the department. 3) We have the opportunity to produce an on-line degree program.	• A problem of inadequate support: efforts to replace reliance on adjuncts with staffing by full-time, tenure track faculty members seem never to go anywhere in the end, even though they are generally ranked highly in the university-wide strategic planning process. This is especially problematic in staffing classes for our International partners. • Lack of administrative time to ensure quality of VC classes, oversee VC class revisions and especially international offerings.

B. Opportunities for Improvement

Short-Term OFI	Resources Required	Expected Result and Completion Date
See FY09 Departmental Initiatives above		

Long-Term Strategic Initiatives	Resources Required	Expected Result
Work with Political Science Department and Assistant Provost to begin long term testing of critical thinking skills using the web skills test provided by Foundation for Critical Thinking. This would be a major direct assessment measure for our program.	Some financial support from Provost and participating departments' OOE budgets for a five year rolling membership.	Improved assessment of critical thinking skills for students throughout their FHSU careers.
Add two, full-time, tenure-track faculty members to teach sections of IDS 400 and IDS 401, where we continue to see high demand, on-campus and virtually, domestic and internationally. This would also free up time for faculty to develop virtual classes in load.	The allocation of two, full-time, tenure-track positions at the Assistant Professor level, and the appropriate financial resources to fund these positions.	Dependably solid, long-term, stability in the teaching of IDS 400 and IDS 401 from faculty members who will contribute as well to departmental service, strategic planning, and scholarly development.
Finish creating an on-line degree program by adding courses whenever reasonable possible.	For each created course, the standard Virtual College pay for creating a new on-line course, and a substantial commitment of time by faculty to create these needed courses for us.	An on-line degree program that will serve many people well.
Work with University to create a new MLS & Virtual College Testing Center	The continued growth of the MLS and VC offerings has swamped our tutoring office, which was small to begin with. We administer approximately ten VC exams a week and often more than this, on top of our weekly logic tutoring.	We would offer a better testing environment for our MLS, VC and on-campus students, as well as being able to return the logic tutoring room to its original form.

III.   SUPPORTING MATERIALS

A.   Department Degree Program Affinity Diagram(s)

See attached file.

B.   Department Staffing Plan

See attached file.

C.   Bibliography of Departmental Scholarly Activity

See attached file.

D.   Department Program Assessment Results

Copies of all assessment documents and reports are available upon request.

E.   Other Departmental Information

None.

F.   Special AQIP Report

No special AQIP report requested for this year.

General Parameters

1. No more than 20 pages, excluding appendix information.
2. Report submitted electronically to Dean, Assistant Provost for Quality Management, and Provost.
3. Note deadlines attached below.

Annual Timeline for Department Annual Report

February 15	Draft Template distributed to Deans.
April 1	Final Template and Directions distributed to Department Chairs. Selected enrollment data (fall 20th day counts) distributed to Chairs and Deans.
June 1	Student system information (graduates, SCH) delivered to Chairs.
June 1	Final cutoff date for elements to be considered in the Department's Annual Report.
June 30	Complete Department Annual Report due to Deans, Assistant Provost for Quality Management, and Provost. Submit electronically.
August 15	Completed College/Unit Annual Report due to Assistant Provost for Quality Management and Provost.