

**Unit Effectiveness Plan for 2001-2002**  
**Department(Unit): Philosophy**  
**College (Division): Dean - College of Liberal Arts**

**Unit Mission or Purpose:**

The mission of the Department of Philosophy and Humanities is to support learning and scholarship in philosophy, classics, and the humanities, at all levels within the University and in the wider community. The Department aims to inculcate logically rigorous and finely styled modes of thought and expression, and to turn these to use in the pursuit of knowledge and truth, ethical orientation, and historical understanding -- thereby making integral contributions to the University and the College, whose missions place high premiums on knowledge, truth, academic excellence, intellectual discovery, respect, and value. The Department is committed to a program of research and publication in philosophy, classics, and the humanities; the production of such work is a primary mission of the department. Scholarship, however, is not limited to research and publication: it is crucial to university-level teaching, and must be such that it assures currency and depth of background in the areas in which the faculty teach. Teaching is conceived as the implementation of learning by scholars of all levels -- undergraduate, graduate, and faculty -- who are engaged in a common scholarly enterprise: the understanding and communication of the facts and methods of the field and their synthesis into consistent and coherent philosophical positions.

**Articulation of how unit mission/purpose relates to University mission:**

The Department of Philosophy and Humanities supports the University's mission by offering degree programs in philosophy and classics, and both general-education and elective courses in philosophy, classics, and the humanities; through the active participation in research and scholarship by the faculty and students; and through professional service to the University, profession, and community at large.

Intended outcome	Related Institutional Goal/Objective/Strategy	Action Steps	Method of Assessment (Who, What, When)	Results of Assessment	Proposed Changes and Recommendations for Improvement	Resources Needed for Proposed Changes
1. Students completing GREK- and LATN-prefixed language courses will recognize, when encountering the relevant English words with Greek or Latin roots, those Greek or Latin words which are their cognates.	Strategy A.1.1.a: To promote and sustain the excellence of academic programs.	Encourage classics faculty to review the competencies that classics students are to acquire and to make sure that information relevant to those competencies -- including English vocabulary and grammar arising from Greek and Latin roots and structures -	80% of the students completing the GREK- and LATN-prefixed language courses will answer correctly a majority of the cognate-recognition "embedded" questions on the exams.	Results of Assessment: Over 85% of the students taking the exams with the embedded questions answered a majority of those questions correctly.  Intended Outcome Achieved:	None.	None.

		- is being taught in their language courses, where possible.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  Person(s)/Group Who Evaluated Results and Made Recommendations for Improvement: Departmental Planning Committee.  Proposed Improvements: None.		
2. Students completing the PHIL 3301-04 "History of Philosophy" courses will demonstrate an understanding of the central figures and main problems of relevant period in the history of philosophy.	Strategy A.1.1.a: To promote and sustain the excellence of academic programs.	Encourage philosophy faculty teaching the history-of-philosophy series courses to review the competencies that philosophy students are to acquire and make sure that information relevant to those competencies -- including information on central figures and main problems -- is being taught in those courses, where possible.	80% of the students completing a course in the PHIL 3301 to 3304 course series will demonstrate "adequate" understanding of a majority of the positions of the central philosophical figures and of the central philosophical problems of that historical period, when answering the relevant "embedded" questions on the exams for those courses.  For essay or short-answer embedded questions, adequate performance will be defined as a '3' or better on a five-point scale used to score the questions. For "objective" (e.g., multiple-choice or true-false)	Results of Assessment: During the assessment year, 80% of the students who completed a course in the PHIL 3301-3304 sequence demonstrated an "adequate" understanding -- as defined under Method of Assessment.  Intended Outcome Achieved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  Person(s)/Group Who Evaluated Results and Made Recommendations for Improvement: Departmental Planning Committee.	None.	None.

			questions, adequate performance will simply be a correct answer.	Proposed Improvements: None.		
3. Undergraduate philosophy students taking the 3000- or 4000-level philosophy courses for which a term paper is required will display proficiency in the use of discipline-specific bibliographical database skills on a computer.	Objective A.1: To provide an environment that fosters broad-based education as well as professional studies designed to facilitate successful careers, personal development, and community service.	Faculty teaching the courses will require that each student make use of outside sources in writing their term papers and hand in, along with their papers, the first page of a bibliographical search using the Philosopher's Index online database.  Each semester the Department will sponsor a demonstration of the Philosopher's Index in one of the computer classrooms in Ransom Hall.	80% of the students in the 3000- and 4000-level philosophy courses requiring a term paper will display proficiency in using discipline-specific bibliographical search tools by turning in the first page of a successful search using the Philosopher's Index online with a computer -- that is, "successful" relative to the topics of their papers for which they were searching for sources, whether or not the correct search procedure discovered any sources on their respective topics.	Results of Assessment: During the assessment year, 89% of the students in the 3000- and 4000-level philosophy courses requiring a term paper displayed the relevant proficiency.  Intended Outcome Achieved: <input checked="" type="checkbox"/> _X_Yes <input type="checkbox"/> _No  Person(s)/Group Who Evaluated Results and Made Recommendations for Improvement: Departmental Planning Committee.  Proposed Improvements: None.	None.	None.
4. Students completing a Greek or Latin language course in the Department will display proficiency in oral-communication skills deemed by the Department to be necessary in successfully completing those	Objective A.1: To provide an environment that fosters broad-based education as well as professional studies designed to facilitate successful careers, personal development, and community service.	Faculty teaching the Greek and Latin language courses will require students to use -- for example -- acceptable grammar, pronunciation, and so forth in their formal oral presentations.	80% of the students in the Greek and Latin courses in the Department will display at least a minimal proficiency in oral communication.  Instructors in these courses will assess the	Results of Assessment: 100% of the students in the Greek and Latin courses displayed at least minimal proficiency in oral communication during the assessment year.	None.	None.

courses.			<p>oral-communication abilities of each student enrolled by completing a check list as the relevant ability is displayed.</p> <p>A student will have to have displayed proficiency in 4 of 5 areas in order to be considered "minimally proficient."</p>	<p>Intended Outcome Achieved:  <input checked="" type="checkbox"/>_Yes  <input type="checkbox"/>_No</p> <p>Person(s)/Group Who Evaluated Results and Made Recommendations for Improvement:  Departmental Planning Committee.</p> <p>Proposed Improvements: None.</p>		
5. Philosophy and classics majors who began under the 1999-2001 Undergraduate Catalog or before will display an awareness of the option of moving from their initial degree plans to one of the new "two-track" degree plans.	Strategy A.1.1.f: To promote and support a student-centered academic community that enables students to achieve their educational goals.	Prior to Spring 2002 registration, the relevant undergraduate advisor will meet with each of the majors in the Department and discuss the new degree-plan options.	100% of the classics and philosophy majors will display awareness of the new degree-plan options -- as evinced by a checked "choice form" in their files, signed by each of them, indicating which option they have elected.	<p>Results of Assessment: During the fall advising period under review, 100% of the majors in philosophy and classical studies who entered under an earlier catalog evinced awareness of the new degree-plan options.</p> <p>Intended Outcome Achieved:  <input checked="" type="checkbox"/>_Yes  <input type="checkbox"/>_No</p> <p>Person(s)/Group Who Evaluated Results and Made Recommendations for Improvement:  Departmental Planning</p>	None.	None.

				Committee.  Proposed Improvements: None.		
6. Department faculty will discover and disseminate new knowledge in philosophy, classics, and the humanities.	Strategy A.1.1.c: To enhance the quality of UT Arlington's research environment.	Encourage faculty to make use of the Department research funds for travel, etc.	The average number of articles published in refereed journals (or article-length works invited and published in anthologies) by the faculty in the Department during the previous five-year period will equal or exceed one (1) article or article-length item per faculty member per year.	Results of Assessment: During the period 1996-2001, the 8 department faculty produced 40 article-length works appearing, or accepted for publication, in refereed journals or anthologies; thus, average productivity was 1.0 articles per faculty member per year. (This departmental total covers only articles in refereed journals and invited contributions to anthologies; in particular, it does not include dictionary/encyclopedia entries (Departmental total, during the review period: 6), book reviews/critical notices (30), monographs (2), edited anthologies (1), or textbooks/teaching manuals (2).)  Intended Outcome Achieved:	None.	None.

				<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  Person(s)/Group Who Evaluated Results and Made Recommendations for Improvement: Departmental Planning Committee.  Proposed Improvements: None.		
7. The Department of Philosophy and Humanities will sponsor a variety of free and public academic events on campus.	A.1.1.d: To partner with the broader community to contribute to dynamic and continuing economic, social, and cultural development.	Publicize outreach events, such as the Homerathon (an all-day reading of Homer's Odyssey) and the Philosophy Lecture Series, using a variety of media (such as posters, flyers, Web pages, newspaper articles, and personal invitations to local high school teachers).	200 or more people from inside and outside the UTA community will attend the academic outreach events on campus sponsored by the Philosophy Program or by the Classical Studies Program (as evinced by photographs, sign-up sheets, etc.).	Results of Assessment: During the year under review, 25 people attended the Annual Carvey Lecture in Classics. The two Philosophy Lecture Series lectures drew some 80 people, including students and teachers from Martin and Nimitz High Schools. The year's Homerathon attracted over 100 participants -- including Latin students from some of the area high schools.  Intended Outcome Achieved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	None.	None.

				Person(s)/Group Who Evaluated Results and Made Recommendations for Improvement: Departmental Planning Committee.  Proposed Improvements: None.		
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