

**Unit Effectiveness Plan for 2003-2004**  
**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.

**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, general-education courses, 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
Department faculty will discover and disseminate new knowledge in philosophy, classics, and the humanities.	Strategy 4.A.	Encourage faculty to apply for external research funds.	During the year under review, each faculty member will submit to the Departmental Planning Committee a report "Research Activity - Past Five Years," listing all professional publications appearing or accepted during the previous five-year period. The average number of article-length publications (e.g., articles	During the period 1998-2003, the 6 department faculty produced 30 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	None.	N/A.

			published in refereed journals, article-length works invited and published in anthologies, substantive chapters published in refereed books) in the Department during the previous five-year period will equal or exceed one (1) article-length item per faculty member per year.	covers only articles in refereed journals and invited or refereed contributions to books or anthologies; in particular, it does not include dictionary/encyclopedia entries (Departmental total, during the review period: 7), book reviews/critical notices (28), or edited anthologies (1.)		
The Department of Philosophy and Humanities will sponsor a variety of free and public academic events on campus.	Strategy 3.C.	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.).	During the year under review, 40 people attended the Annual Carvey Lecture in Classics. The two Philosophy Lecture Series lectures drew some 80 people, including students and philosophy teachers from Martin and Nimitz High Schools. The two Phi Sigma Tau Philosophy Faculty Colloquia drew 85 people; and the Phi Sigma Tau Philosophy Student Colloquium drew 35 people. Some 40 people participated in the year's Homerathon, with another 150 people in	None.	N/A.

				the audience throughout the day.		
Philosophy majors will have reviewed the material on careers for philosophy majors available in the Department.	Strategy 1.A.9.	Prior to Spring 2004 registration, the undergraduate philosophy advisor will meet with each of the majors and discuss career options for philosophy majors and the available career-planning resources.	100% of the philosophy majors will have discussed career options and reviewed career-planning resources -- as evinced by signed discussion-item check lists in each of their advising files.	The undergraduate philosophy advisor was able to contact only 70% of the philosophy majors in order to discuss career options and review available career-planning resources: This was largely due to the fact that most returning philosophy students not on probation are exempt from advising during any given semester--and are thus able to register for the next semester without being advised.	Career-planning resources have been made available on the Departmental web pages.	None.
<b>BA - Classical Studies</b>						
<b>Student Competencies:</b>						
The B.A. Program in Classical Studies is being discontinued.						
<b>BA - Philosophy</b>						
<b>Student Competencies:</b> Upon completion of their degrees philosophy majors will be able to						
· Construct, and critically assess, complex philosophical arguments. (2003-2004)						
· Demonstrate an understanding of the central figures and main problems in the history of philosophy, together with an understanding of the central figures and main problems in several of the "systematic" areas of philosophy -- such as, ethics, metaphysics, epistemology, etc. (2003-2004)						
· Display knowledge of philosophical methods of analysis. (2003-2004)						
· Read a philosophical text with care and comprehension. (2005-2006)						

<p>· Write clear, effective, and thoughtful philosophical prose. (2005-2006)</p> <p>· Demonstrate proficiency in discipline-specific computer skills deemed necessary to completing successfully the philosophy degree. (2005-2006)</p> <p>· Demonstrate proficiency in oral-communication skills deemed necessary to completing successfully the philosophy degree. (2005-2006)</p>						
Computer Proficiency will not be assessed until the AY2005-2006 planning cycle.						
Oral Communication will not be assessed until the AY2005-2006 planning cycle.						
Students completing the 3000- or 4000-level philosophy courses will demonstrate the ability to construct and critically assess a complex philosophical argument.	Strategy 3.A.	Encourage faculty teaching the 3000- and 4000-level courses in philosophy to review the competencies that philosophy students are to acquire and make sure that skill sets relevant to those competencies -- including the ability to construct and critically assess complex philosophical arguments -- are being taught/modeled in those courses, where possible.	80% of students completing the 3000- and 4000-level courses in philosophy will receive a score of at least '3' (on a five-point scale) on the assessed written work for these courses.  Student work will be scored using an assessment instrument that allows the instructor to rate the relevant items of student work along a number of dimensions (understanding of arguments, appropriate level of complexity, formal correctness,...) using a uniform rating scale.	Only 76% of students completing the 3000- and 4000-level courses in philosophy performed adequately on the written work assessed in these courses (i.e., received at least a '3' on the five-point scale).  Subsequent discussions with the instructors involved suggest that there was a high correlation between being a student who performed less than adequately and being a student who rarely attended class.	The Department is instituting a department-wide attendance requirement for students taking the 3000- and 4000-level PHIL courses.	None.

			An overall performance rating for each piece of work evaluated will then be calculated and recorded. Average student performance ratings on each of the component dimensions will also be calculated.			
Students completing the PHIL 3301-04 "History of Philosophy" courses and the 3000- or 4000-level philosophy courses in any of the main "systematic" areas of philosophy (such as, ethics, metaphysics, epistemology) will demonstrate an understanding of the central figures and main problems of the relevant period in the history of philosophy or of that subdisciplinary area of philosophy.	Strategy 3.A.	Encourage philosophy faculty teaching the relevant 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 these courses will demonstrate "adequate" understanding of a majority of the positions of the central philosophical figures and of the central philosophical problems dealt with in those courses, when answering the relevant "embedded" questions on the exams.  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) questions, adequate performance will simply be a correct answer.	88.14% of the students in these courses performed adequately on the relevant questions.	None.	N/A.
Students completing PHIL 3307 "Seminar in Research Methods and	Strategy 3.A.	Encourage faculty teaching PHIL 3307 to review the competencies	80% of students completing PHIL 3307 will receive a score of at	100% of the students completing PHIL 3307 performed adequately	None.	N/A.

<p>Philosophical Writing" will demonstrate knowledge of philosophical methods of analysis.</p>		<p>that philosophy students are to acquire and make sure that information relevant to those competencies -- including information on philosophical methods of analysis -- is being taught in that course, where possible.</p>	<p>least '3' (on a five-point scale) on their final paper for this course.</p> <p>Student work will be scored using an assessment instrument that allows the instructor to rate each student paper along a number of dimensions (understanding of philosophical method used, cogency of student critiques of that method, recognition of the place of a particular argument in the overall defense of a position,...) using a uniform rating scale.</p> <p>An overall performance rating for each piece of work will then be calculated and recorded. Average student performance ratings on each of the component dimensions will also be calculated.</p>	<p>in their final paper for that course (i.e., received at least a '3' on a five-point scale). No problems were evident on any of the component dimensions on which the paper was evaluated.</p>		
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