I. Program Objectives and Structure

Date of Initiation.

The decision to start the major was made in the early Spring of 2004, the NEPR was written that Spring, approved by UIS Senate in May, and by the Board of Trustees in June. Our first students (about a dozen) were admitted in August and started in the Fall of 2004. The minor was launched in 1993. Philosophy was one of the original programs of Sangamon State University (SSU), but it offered no minor or major.

Conceptual Design.

The main objectives of the philosophy major are: to provide students with basic knowledge in the main areas of philosophy — core analytic (metaphysics, epistemology, philosophy of mind, philosophy of language, and related areas), value theory (moral and political philosophy, aesthetics, and related areas), and the history of philosophy (ancient and modern); to increase their awareness of ethical issues; to improve their critical thinking and analytical skills; to enhance their skills in writing position papers; and, to give them problem-solving experience in at least one of the main areas of philosophy.

Program Objectives.

The Philosophy Program at UIS strives to:

- Achieve recognition as the leading department in the United States in offering advanced undergraduate philosophy classes online and as being the best place to pursue a B.A. in philosophy online.

- Provide all participating students with an excellent undergraduate education in the areas of core analytic philosophy (metaphysics, philosophy of language, philosophy of mind, philosophy of science, logic and related areas) and values (moral and political philosophy, aesthetics, and related areas) and a sound background in the history of philosophy (ancient and modern).
• Increase students' awareness of ethical issues.
• Help students develop and improve critical thinking and analytical skills.
• Serve our on-campus honors program and the whole UIS student population through on-campus offerings.
• Support faculty research for its own sake and for the students’ benefit. Professionally engaged professors can better share the passion for their discipline with their students and develop areas of excellence that allow us to offer graduate and advanced undergraduate offerings.

Curricular Requirements and Coherence.

The philosophy major offers two tracks: the core analytic philosophy track and the values track. Each student chooses one track in which to specialize by taking four additional hours in the chosen track.

The minimum distribution requirements of the philosophy majors are designed to meet the above program objectives as follows:

• To ensure a solid philosophical grounding, students must take a minimum of eight credit hours in each of the following areas: core analytical philosophy, history of philosophy and values.

• To increase awareness of ethical issues, the eight hours students must take in the values area must include two hours devoted specifically to ethics. This requirement is normally satisfied by taking PHI 440, but it may also be satisfied by transfer credit, subject to departmental approval.

• To improve critical thinking and analytical skills, students are required to satisfy a prerequisite of one class in logic or critical thinking and to take a minimum of two classes in core analytical philosophy.

• To develop problem-solving experience in a minimum of one of the main areas of philosophy students are required to complete four hours of advanced work in their area of specialization, in addition to the eight hours they are already required to take in each of the three areas. Presently, advanced coursework is only available in the core analytic and values areas.

• To develop students' skills in writing position papers, nearly all classes require them. The main focus of the Senior Seminar (PHI 495) is to bring the skill of argumentative writing as close as possible to the graduate level.

The overall structure of the curriculum is as follows:

<table>
<thead>
<tr>
<th>Matriculation module</th>
<th>Core analytic</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 hours.</td>
<td>8 hours</td>
</tr>
<tr>
<td>Course</td>
<td>Hours</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>History of philosophy</td>
<td>8</td>
</tr>
<tr>
<td>Value theory</td>
<td>8</td>
</tr>
<tr>
<td>Area of Specialization (Core or value theory)</td>
<td>4</td>
</tr>
<tr>
<td>Capstone Seminar (PHI 495)</td>
<td>4</td>
</tr>
<tr>
<td>Philosophy elective</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>36</strong></td>
</tr>
</tbody>
</table>

These 36 hours do not include program prerequisites. Prerequisites should be taken prior to admission to the major, but at the department's discretion, they may be taken concurrently.

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logic/Critical thinking</td>
<td>3</td>
</tr>
<tr>
<td>General prerequisite (any philosophy course)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Prerequisite total</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

The matriculation module deserves special mention. It was planned as a mandatory, but non-credit-bearing, orientation module delivered online. It was also intended to include an assessment vehicle for incoming students, in the form of a web-based diagnostic test. However, at the moment it has not been implemented, and the program currently waives this requirement. The primary reason that it has not been implemented is that the department has opted for a different assessment system based on students' written work instead of a test. Since both producing and assessing written work is time consuming, zero credit hours (and zero workload hours) is inappropriate for such an assessment vehicle. However, the other rationale for the matriculation module, orientation for new students, remains sound, and we plan to develop and deploy such an orientation module.

The philosophy elective category is open-ended: it can be satisfied by any four hours of upper division coursework in philosophy. We offer a handful of courses that do not satisfy any of the other major requirements, and which therefore can only be used to satisfy the elective; however, courses from history, values, core, or logic can also count toward the elective. The rationale for the elective is to give our majors the opportunity to take courses in areas of philosophy that would otherwise be excluded, such as Continental philosophy or Eastern philosophy.

The capstone seminar, PHI 495, is required of all majors, and is team taught by two full time philosophy faculty members. In the first half of the semester, students study a special philosophical topic in depth; the topic varies from year to year, and is determined by the department. (Students, including non-majors, may earn two credit hours by taking only this first half of PHI 495; such students register for PHI 495 B.) In the second half of the course, students write a seminar paper. This is done in a staged process, with students submitting proposed thesis statements, outlines, bibliographies, and then drafts, which always go through at least one round of revision. Students receive feedback at each stage, both from their fellow students and form their professors. The aim is for students to produce a paper of sufficient quality that it could serve as a writing sample for application to a graduate program in philosophy, regardless of whether the student chooses to apply to such a program. One week of the seminar focuses on life after UIS, with special emphasis on graduate programs in philosophy; students who do not intend to pursue graduate study in philosophy are by no means idle at this point, however, since they
have their seminar papers to work on. Finally, the senior seminar serves as the program's primary assessment vehicle, as described in Part II below.

We have found that we can deploy this curriculum quite effectively, with sufficient online offerings for UIS students, whether on campus or online, to complete the degree. In particular, required courses (Senior Seminar, Logic, Critical Thinking, Ethics, History of Ancient and Modern) are offered on an annual basis, with numerous offerings in the core analytic and values areas offered either annually or biannually, including advanced-level courses. A student may therefore complete the major in two years with adequate planning. The schedule has worked very well, without any course availability issues that we are aware of.

That said, the size of the department (three full-time faculty) does impose certain limitations. While we offer the history of philosophy sequence annually, we do not offer any other courses in the history of philosophy area, with the result that students are unable to specialize in history of philosophy; those who might wish to do so must specialize in either core analytic or value theory instead. In addition, since the full-time faculty do not have strong competencies in history of philosophy, we rely on adjunct faculty to teach the history sequence. Thus, an entire distribution area is entirely adjunct-taught. Several other courses are also taught by adjuncts, and our ability to deliver a curriculum with sufficient breadth depends on this fact. Although the full-time faculty can collectively teach courses in logic, values and core, a sufficient variety of courses in values in core would be difficult to achieve without adjuncts, and indeed, we feel that even at present, there is less variety than there should be. For example, we currently offer no course devoted to epistemology, an important field within the core analytic area. A new full-time faculty member with competencies in history of philosophy and epistemology would put us in a much more satisfactory position, addressing our rather large curricular gap in history and providing greater variety elsewhere.

For programs without accreditation:

Comparison with similar programs.

The philosophy discipline provides no explicit guidelines for the structure of a philosophy major. However, it is a de facto standard to divide philosophy into the following areas, and to require coursework in some or all of the areas:

- History of Philosophy
- Metaphysics and Epistemology (or “core”)
- Value Theory (e.g., ethics and political philosophy)
- Logic

As was described in the previous section, our program requires coursework in all of the above areas. Furthermore, within the history group, it is common to require at least one course on Ancient Philosophy and at least one on Modern Philosophy, as we do. For the other areas, a typical arrangement is to simply require some coursework in each area; again, this is our practice as well.
A comprehensive survey of Philosophy B.A. programs in the U.S., or even in Illinois, is impossible given the resources at our disposal (if it is possible at all). Therefore, we will highlight a few selected programs as case studies.

1. University of Illinois at Chicago:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 102—Introductory Logic(^a)</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 210—Symbolic Logic</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 300—Fundamentals of Philosophical Discourse(^b)</td>
<td>3</td>
</tr>
</tbody>
</table>

**History of Philosophy:** Three courses, each of which must come from a different group:

(The three groups are Ancient, Medieval, and Modern Philosophy)

**Two courses from the following list:**

(UIC’s entire course offerings in Metaphysics and Epistemology are listed)

**One course from the following list:**

(UIC’s course offerings in Value Theory are listed)

Two additional philosophy courses, at least one of which must be above the 100-level

**Total Hours—Major Requirements** 33

(Source: UIC website)

2. University of Illinois at Urbana-Champaign:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logic (three offered; choose one)</td>
<td>3</td>
</tr>
<tr>
<td>History of Ancient Philosophy</td>
<td>4</td>
</tr>
<tr>
<td>Early Modern Philosophy</td>
<td>4</td>
</tr>
<tr>
<td>At least one course in Value Theory</td>
<td>3</td>
</tr>
<tr>
<td>At least one course in Epistemology and Metaphysics</td>
<td>3</td>
</tr>
<tr>
<td>At least 15 additional hours in philosophy, with 12 of those hours being above the 100-level</td>
<td>15</td>
</tr>
</tbody>
</table>

**Total Hours—Major Requirements** 32

(Source: UIUC website)

3. Southern Illinois University, Carbondale:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logic (choose one of two)</td>
<td>3</td>
</tr>
</tbody>
</table>

*Philosophy Academic Program Review Fall 2008*
History of Philosophy (Ancient and Modern)  
Ethics (choose one of two)  
Six hours of 300 level courses  
Nine hours of 400-level courses  
Philosophy Electives  
**Total Hours—Major Requirements**  

<table>
<thead>
<tr>
<th>Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Methods (PHI 199)</td>
<td>2</td>
</tr>
<tr>
<td>Logic (PHI 112 or PHI 212)</td>
<td>3</td>
</tr>
<tr>
<td>Ethics (PHI 232)</td>
<td>3</td>
</tr>
<tr>
<td>History of Philosophy, Ancient and Modern (PHI 254 and PHI 255)</td>
<td>6</td>
</tr>
<tr>
<td>Senior Thesis (PHI 395)</td>
<td>1</td>
</tr>
<tr>
<td>Fifteen additional hours with no more than 3 hours at the 100-level and at least 6 hours at the 300-level</td>
<td>15</td>
</tr>
</tbody>
</table>

**Total Hours—Major Requirements**  

(Source: SIU Carbondale website)

4. Illinois State University

<table>
<thead>
<tr>
<th>Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Methods (PHI 199)</td>
<td>2</td>
</tr>
<tr>
<td>Logic (PHI 112 or PHI 212)</td>
<td>3</td>
</tr>
<tr>
<td>Ethics (PHI 232)</td>
<td>3</td>
</tr>
<tr>
<td>History of Philosophy, Ancient and Modern (PHI 254 and PHI 255)</td>
<td>6</td>
</tr>
<tr>
<td>Senior Thesis (PHI 395)</td>
<td>1</td>
</tr>
<tr>
<td>Fifteen additional hours with no more than 3 hours at the 100-level and at least 6 hours at the 300-level</td>
<td>15</td>
</tr>
</tbody>
</table>

**Total Hours—Major Requirements**  

(Source: ISU website)

As the above examples show, there is considerable variation between philosophy B.A. programs. However, it should also be apparent that the UIS program falls within the mix. All of the above programs require coursework in Logic, history of Ancient and Modern Philosophy, and Value Theory, as we do. Some, but not all, require coursework in Metaphysics and Epistemology, as we do. Some, but not all, require a methods course; and some, but not all, have a senior thesis or seminar; we require a senior seminar but not a methods course. Finally, we require a comparable number of credit hours to the above programs.

**II. Assessment of Learning Outcomes and Curricular Revisions**

*Assessment.*

We have adopted the following assessment procedure, effective AY08-09, which we may well build upon in the coming years. All philosophy majors must take the capstone seminar (PHI 495), the main goal of which is for them to write a high quality philosophy paper. We have developed an assessment rubric for evaluating student performance in the seminar, which will be based primarily, but not exclusively, on their seminar paper. We will then convene a special department meeting each spring to evaluate the results of this assessment and to make recommendations for changes to the program (if any).

*Assessment rubric for use in PHI 495:* Students will be assessed, based on their performance in PHI 495, in each of the following areas.
1. *Clarity.* Students should be able to articulate a position, formulate an argument, and describe the views of other philosophers with a high degree of clarity and precision.

2. *Argumentation.* Students should be able to make well-articulated, cogent, reasoned and sustained arguments in defense of a philosophical thesis.

3. *Reading.* Students should be able to read with comprehension and to critically assess the works of other philosophers.

4. *Dialog.* Students should be able to engage each other, and their instructors, in meaningful philosophical dialog.

5. *Competence.* Students should develop and display competent knowledge in the field in which they write their seminar papers.

The above criteria are assessed primarily on the basis of students' seminar papers, but instructors may also take students' overall performance in PHI 495 into account. In the case of Item 4, the assessment will be based primarily on student participation in the seminar's online discussion forum. Note that this rubric is not necessarily a grading rubric for students' seminar papers.

As indicated above, this assessment procedure is very new. We therefore do not have an extensive database of assessment data. There are various factors that contributed to the delay in implementing our assessment procedure. First, we were short-handed for much of the review period. During the program’s first year (AY04-05), the department had only two members, one of whom (Barker) was a first-year assistant professor. In the second year, we came back up to three faculty members, with the hire of Dr. Kurtz; however, she was still finishing her dissertation that year, and ensuring its completion was a top priority of the department. In the same year, Dr. Boltuc went on sabbatical in the spring semester, leaving Dr. Barker as acting chair of the department. In the program’s third year, Dr. Kurtz was still writing her dissertation, and Dr. Boltuc spent much of the year overseas; Dr. Barker became permanent chair, and was still coming up to speed in that role. The program’s fourth year was also its self-study year. When these personnel issues are combined with the fact that a new program must develop an enormous number of new practices and procedures from scratch, we feel that it is inevitable that not all important issues will be fully addressed.

Second, the philosophy discipline provides remarkably little guidance in the area of assessment. Indeed, the American Philosophical Association does not even provide a set of recommended learning outcomes for an undergraduate degree in philosophy, let alone recommended procedures for assessing such outcomes.

Third, the current assessment procedure actually represents the program’s second attempt at assessment. Starting in its first year, the program began work on a project dubbed *Gateway to Philosophy.* This was to be a web-based portal which would include a multiple-choice test that could be used for both pre- and post-assessment. The Gateway was to serve other purposes as well – indeed, it was intended to be the implementation of the Matriculation Module mentioned in Part I above – and it required the development of new web-based software. This was developed, though less quickly than we would have liked. However, two considerations convinced the department to abandon the Gateway project and seek a new method of assessment.
First, the prospect of maintaining proprietary software was deemed unattractive. And second, and more importantly, we felt that a multiple-choice test would not constitute a meaningful assessment of student learning in philosophy. While such a test might accurately measure some elements of philosophical literacy, it would not even begin to measure a student’s ability to do philosophy, which we consider to be the most important learning goal (or set of goals) of the program. After some deliberation, we therefore adopted a different assessment system, which we now use.

Curricular Revisions During the Review Period.

There have been no formal changes to the curriculum during the review period, unless the addition of new courses counts as such a change. This is due in part to how recently our assessment procedure was adopted, and in part to the fact that upon consideration of the assessment data, the department has not (yet) seen fit to recommend any changes. However, even prior to adopting a formal assessment procedure, there has been a rich discussion at the department level about student learning, and we have made changes to individual courses and teaching methods based on this discussion. The best example of this is the set of revisions that we have made to the Senior Seminar, PHI 495.

The Senior Seminar is required of all UIS Philosophy majors, and is always team taught by two full-time UIS philosophy faculty members. Since we have only three full-time faculty members total, we teach the course on a rotation schedule, with each faculty member teaching two years on and one year off. Thus, teaching the Senior Seminar is a truly shared experience and has formed the basis of numerous discussions. The first year it was taught, the course had some major structural problems that were corrected in the second year. Subsequently, there has been an informal discussion each year about the quality of student papers in the seminar and about how the seminar could be changed to encourage better papers. Each year, this informal process has led to revisions in the structure of the senior seminar. We believe this informal process has been quite successful in producing a better capstone seminar, which is one reason why we are now expanding and formalizing the process so as to produce a better program.

Overall, though, the biggest change to the program is the sheer number of new courses that have been developed for the major during the review period. In total, at least 13 new courses have been developed for the major, with more on the way.

Career Objectives and Job Placement.

A significant portion of the program's majors intend to pursue a graduate degree in philosophy, at either the Masters or Doctoral level, with the aim of eventually teaching philosophy at the college or university level. Since the program, being new, has had a low number of graduates thus far, it is difficult to draw any firm conclusions at this point about the program's ability to place its students in graduate programs. That said, we have had a number of successful placements. Specifically, graduates of our program have gained admission to the following programs:

- An M.A. program in Bioethics at the University of Pennsylvania;
• An M.A. program in International Relations at Salve Regina university;

• An M.A. program in Philosophy at Cal State Long Beach, with an unusual offer of a G.A. including scholarship and stipend;

• A Ph.D. program in Art Theory at SUNY;

• A Ph.D. program in Philosophy at UIUC.

We are unaware of any graduating philosophy majors who tried but failed to obtain at least one graduate school placement.

Some of the program's majors do not intend to pursue a graduate degree in philosophy. Here it is difficult to generalize, as these majors have a diversity of career plans. A number of majors are studying philosophy simply for their own edification. These include majors who have careers already and plan to stay in them, as well as stay-at-home parents who have no career plans per se. Occasionally our majors double-major, using their other major to obtain employment while studying philosophy simply out of intellectual curiosity.

All of this should, perhaps, be unsurprising, given that philosophy is not a pre-professional major. However, we are somewhat surprised at how few majors express an interest in Law School, which is a very common objective for philosophy majors at other institutions, in our experience. This may reflect the nature of our particular student body; on the other hand, it may represent an important untapped potential, especially at the level of recruiting.

**Student Satisfaction.**

Thus far we have not conducted any student satisfaction surveys, though we do recognize the value of such surveys and have discussed the issue at Department meetings. We do intend to develop such a mechanism. The only reason we have not done so to date is that as described above under “Assessment,” we have been extremely busy during our brief existence as a B.A. program.

In the absence of student satisfaction surveys, student evaluations may provide an admittedly imperfect measure of student satisfaction. The following table represents the percentage of students, on a semester-by-semester basis, who rate the overall quality of their instructors as Very Good or Excellent, comparing Philosophy to the College of Liberal Arts and Sciences:

<table>
<thead>
<tr>
<th>Semester</th>
<th>CLAS</th>
<th>PHI</th>
</tr>
</thead>
<tbody>
<tr>
<td>F2004</td>
<td>80.86</td>
<td>81.97</td>
</tr>
<tr>
<td>S2005</td>
<td>81.73</td>
<td>90.77</td>
</tr>
<tr>
<td>F2005</td>
<td>78.64</td>
<td>79.77</td>
</tr>
<tr>
<td>S2006</td>
<td>81.21</td>
<td>91.94</td>
</tr>
<tr>
<td>F2006</td>
<td>79.62</td>
<td>87.34</td>
</tr>
<tr>
<td>S2007</td>
<td>82.61</td>
<td>85.88</td>
</tr>
<tr>
<td>F2007</td>
<td>79.42</td>
<td>71.42</td>
</tr>
<tr>
<td>S2008</td>
<td>81.69</td>
<td>88.23</td>
</tr>
</tbody>
</table>
With the exception of Fall 2007, Philosophy has always exceeded the CLAS average, often by several percentage points. (Summers have been excluded because we teach very little over the summer.)

**Student Achievements.**

In its brief existence, the program has produced some remarkable students. Melissa Winkel, a current philosophy major, published a review of Amy White's book *Virtually Obscene* in the Fall 2007 issue of the APA *Philosophy and Computers Newsletter*. White's response was published in the same issue. Marie Lyle, also a current major, published an article entitled "When They Program Us" in the Spring 2008 issue of the same publication.

Some of our majors have also gone on to successful graduate careers after UIS. In the second year of the program's existence, and the first year in which we had any graduating seniors, Mary Monoky was accepted into a Masters degree program in Bioethics at the University of Pennsylvania. In the same year, James Cockcroft (a double-major with Visual Art) was admitted to a Ph.D. program at SUNY Stony Brook. More recently, Brian Coulter was admitted to the Ph.D. program in Philosophy at the University of Illinois at Urbana-Champaign. The total number of students graduating from our program has been quite small up to this point. As the size of the graduating class grows, we anticipate many more successful placements.

**III. Student Characteristics and Academic Support**

**Demographics.**

Student characteristics have been relatively steady from 2004 to 2008. About 63% of philosophy majors have been part-time students, with the remaining 37% reaching full-time status. Most have been Non-Hispanic Whites (67%), while 12% of our student population identified themselves as Non-Hispanic Black. Only about 4% have been Hispanic, and just 1% each have identified as Asian Pacific or Non-Resident Alien. Two-thirds (66%) of our students have been men and one-third (34%) women during this time.

In terms of age, our students have been quite diverse. Only 18% have been of traditional college age (up to age 24), another 23% have been in their late twenties. A full 30% have been in their thirties, with students in their forties (18%) and fifties to early sixties (10%) also well-represented.

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1 Source for this section: Census day files used for IBHE and IPEDS reporting were the sources for race/ethnicity, age, and gender. The annual UIS Headcount/FTE Enrollment Reports were the sources for the status variable, where 12 credit hours is considered full-time at the Undergraduate Level and 9 credit hours is considered full-time at the Graduate Level. Data provided by UIS Office of Institutional Research.
Between 2004 and 2007, our students transferred predominantly from non-Illinois schools (65%). A significant proportion came from public community colleges in Illinois (30%). Beyond community colleges, we drew few students from within Illinois, with only 2% coming to us from Illinois public universities and another 2% from other Illinois schools.

The majority of our students are non-traditional students with jobs from a range of blue- and white-collar professions and many have families of their own. Among our students, some are lawyers, writers, and stay-at-home parents. We have students from college-aged (traditional) to near retirement-aged. These students are geographically quite diverse. We have had students from a great many states and have even attracted a few international students. Also among our ranks are U.S. military personnel who have been assigned overseas.

To sum up, our pattern of recruiting is to recruit predominantly geographically diverse non-traditional students. This pattern is likely to continue over the next eight years if we meet our goal of remaining the best choice for students who seek an online degree in philosophy. We would also expect the appeal of our program to community college students to remain fairly constant.

Recruitment Activities.

The main focus of our recruitment efforts has been to ensure quality responses to inquiring prospective students. The Philosophy Online Coordinator provides answers to questions by prospective students about our online program and the admissions process. Prospective students contact the coordinator with initial questions about the program via email and telephone calls. The coordinator contacts the student via email or telephone and answers their questions and concerns. The coordinator also communicates, via email or telephone, with applicants when their application is received from the Admissions office, and the coordinator receives writing samples and statements of purpose. Once a student is accepted to the program, the coordinator sends an admissions letter and Philosophy Degree Course checklist to the new student. The letter of admissions and degree checklist also mentions the name and contact information of the student’s academic advisor. The student is instructed to contact his or her academic advisor to discuss academic planning.

We also rely on word of mouth for recruitment based on the positive impression we have made in the philosophy community. For instance, we have heard from students that the American Philosophical Association directed them to our program as the best online choice for philosophy students.

There was some organized recruitment based on the Sloan Grant, which helped us bring the first cohort of students based on a few paid advertisements, such as in the journal Teaching Philosophy, which is read by many philosophers teaching in community colleges. Also, the program was included in a few advertisements published by UIS or CLAS for various online programs.

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2 Source: IR 10th day files
programs. We have also produced two recruitment brochures. In terms of further organized recruitment efforts, time and resources have limited our activities. Online coordinators do make one such organized effort by attending college fairs to provide online program flyers to prospective students.

To date, the Philosophy Department has not made a specific effort to recruit underrepresented groups. Instead, the Philosophy Online Program supports all efforts made by the University to recruit students from diverse backgrounds.

There is certainly opportunity to improve our recruitment efforts. Specifically, we would like to develop new recruitment strategies such as identifying untapped markets like potential law students, and developing and distributing advertising and posters.

Another important untapped market is other philosophy departments. Faculty in those departments are likely to know non-majors, including graduating seniors, who find philosophy only in their Junior or Senior year. Such students may want to complete their original degree at that institution, and then come to us to pick up another B.A (or an M.A. if we offered one). They may also know philosophy majors who for various reasons (money, time, geography, disability, family, work) may be unable to continue in their program, but may be well-suited to the online major at UIS.

Other options to increase visibility of our program include an online philosophy student conference or journal.

**Admissions Criteria.**

Admission criteria differ for online and on campus students. We have no admissions criteria for on campus students; they may become philosophy majors simply by declaring philosophy as their major. For on campus students, we base our admissions decision on the applicant’s GPA, transcript, statement of purpose, writing sample, and letters of recommendation (if provided). Normally, a GPA of 3.0 is required for admission to the major. However, all of the aforementioned criteria are taken into account, and a student may be admitted to the online major with a GPA below 3.0 if he or she has otherwise demonstrated sufficient promise. For example, it is not uncommon for a student’s recent grades to be much stronger than his or her less recent grades; in such cases, the recent strong grades usually carry more weight than the earlier weak grades. Strong grades in philosophy courses can also justify the admission of a student with a GPA below 3.0.

Our admissions timeline is very flexible. We have no sharp cutoff date for applications; instead, applications are evaluated as the program receives them, including over the summer. Students may be admitted for the fall, spring, or summer semesters, depending on when we receive the application and on the wishes of the student; for example, a student admitted during the spring semester is usually given the option of enrolling in the summer or fall semester, at his or her option. We have found that this rolling admissions process allows us to maximize the number of qualified applicants that we can admit. We typically admit anywhere from 20 to 30 online majors in the course of a year.
In theory, a new online philosophy major should have fulfilled the program prerequisites prior to being admitted to the program; as explained in Part I above, the prerequisites consist of one logic or critical thinking course and one other philosophy course. During the admissions process, we determine whether an applicant has fulfilled this requirement. In practice, however, an otherwise qualified applicant is seldom denied admission due to failure to meet these prerequisites; in such cases, the applicant, if admitted, is typically required to fulfill any outstanding prerequisites within the first year.

Advising and Other Communication to/with Students.

Each philosophy major has an advising team composed of a faculty member and our philosophy program coordinator. Throughout each student’s career, the faculty member and coordinator communicate with the student at important junctures via email, phone, or in person. Evening advising may sometimes be available, but in general our online students communicate with their advisors via email or phone, thus time of day concerns are easily bypassed in most cases.

The primary goal of faculty advisors is to help students with their immediate academic aspirations, but we also take a strong interest in supporting students’ future goals, and provide graduate school counseling both informally and more formally in the Senior Seminar. We are also there to offer support and academic guidance for students when they have personal problems. While we cannot play the role of counselor, we can encourage students to get needed support and help them manage their academic priorities during difficult times.

Prior to admission, the program coordinator shares with prospective students the purposes, content, and practices of the program. We also make this information readily available to all via our website.

As is appropriate to a productive and high-quality program, upon admission to the philosophy program, students are assigned a faculty advisor and are provided with a departmental checklist of program requirements compiled by the philosophy coordinator. Students work with their advisor and the philosophy program coordinator via email, phone, or in person, to design a curriculum that best supports their learning goals, desired learning outcomes, and career objectives. The DARS system is an especially useful tool for all parties at this point and throughout each student’s career.

The online coordinator does not actually serve as an academic advisor; that role is reserved for faculty. However, she plays a very important supporting role in the advising process. First, she is the student’s primary contact during the application process, until a faculty advisor is assigned. Second, she prepares and maintains a checklist for each major (whether on campus or online) which details the student’s progress to completion, much as a DARS report does but geared more toward philosophy. Third, she maintains files for all philosophy majors and minors. Fourth, she is available to answer students’ questions when those questions concern matters that are not strictly academic, e.g., questions about due dates and procedures. Fifth, she assists students in preparing their graduation contracts. Thus, while the coordinator does not replace faculty in their role as advisors, she does play a vital role in the advising process.
In general, students fall into three groups: (1) Those interested in pursuing graduate studies related to philosophy; (2) Those interested in pursuing graduate studies within the area of philosophy; (3) Those not interested in pursuing graduate studies at this point. Group 3 includes some non-traditional age students who pursue their degrees for the sake of the interest in philosophy: they usually have degrees, and always careers. The other students in Group 3 need any B.A. in order to advance in their job, though they often have some special interest in philosophy. Those students are advised in terms of graduating successfully and satisfying their individual learning objectives set up in consultation with their advisor. Students from groups 1 and 2 set up their learning objectives in the context of the admission requirements of graduate schools. As students progress in the program, they are in conversation with their advisors, the program coordinator, and other faculty in the program, about their placement goals.

An important part of student guidance actually takes place within the required capstone course, PHI 495A, which is devoted to two tasks: 1. The first half of the seminar introduces students to a selected topic at the level expected of philosophy graduates. 2. The second part is devoted exclusively to advising and mentoring. We strive to help students decide whether they are interested in graduate studies, and to help them write papers at a level suitable for graduate school applications. Mentoring continues after the senior seminar as we support many of our upcoming and recent graduates through the graduate school application process.

As students complete the program, the program coordinator facilitates completion of graduation contracts and helps students with course petitions that may be required. Our department website well documents program requirements.

Philosophy faculty do not use scores from UIS’ baccalaureate skills assessment testing to increase students’ likelihood of academic success. However, we do look for student weaknesses and seek to address these weaknesses through direct support or referrals to suitable parties, such as the Office for Disability Services, Counseling Services, or the Center for Teaching and Learning. We currently do not have a formal advising evaluation program. However we take supportive letters from students in faculty files as evidence of our advising success.

In future, we hope to add more formal check-in points with our students to see if they are on track. Such check-in points may include, for instance, an annual status letter that summarizes each student’s progress and invites dialog.

Retention.

Reliable student retention data is hard to obtain. In particular, official figures for admission to the major, graduation from the major, and retention seem not to be consistent with each other. One factor that may partly explain this is the fact that a student can be an active PHI major without being enrolled every semester. A census that examines only one semester per year (e.g., the fall semester) will therefore under-count the number of active majors.

To overcome this problem, we have calculated enrollment and retention numbers from a single raw data set. This data set comes from the Academic Records Universe and was generated for the department by the Office of Institutional Research.
In the following table, student enrollment is broken down by cohort. (A cohort is here defined to be the set of students who first enrolled as PHI majors in a given academic year.) The "Entered" column refers to the number of students in a cohort. "Enrolled 04-05" refers to the number of students in a cohort who were enrolled as PHI majors in at least one semester of the academic year 2004-2005, and likewise for "Enrolled 05-06," etc. "Graduated" refers to the number of students who graduated as PHI majors in any year, including 2009. And "Stopped" refers to the number of students who did not graduate as PHI majors and who were not enrolled as PHI majors in any semester of AY2007-08.

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Entered</th>
<th>Enrolled 04-05</th>
<th>Enrolled 05-06</th>
<th>Enrolled 06-07</th>
<th>Enrolled 07-08</th>
<th>Graduated</th>
<th>Stopped</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY04-05</td>
<td>17</td>
<td>17</td>
<td>14</td>
<td>11</td>
<td>9</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>AY05-06</td>
<td>25</td>
<td>25</td>
<td>25</td>
<td>13</td>
<td>7</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>AY06-07</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>16</td>
<td>2</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>AY07-08</td>
<td>22</td>
<td>22</td>
<td>22</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

The following table displays retention, graduation and stoppage data as a percentage of cohort size:

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Enrolled 05-06</th>
<th>Enrolled 06-07</th>
<th>Enrolled 07-08</th>
<th>Graduated</th>
<th>Stopped</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY04-05</td>
<td>82.4%</td>
<td>64.7%</td>
<td>52.9%</td>
<td>23.5%</td>
<td>23.5%</td>
</tr>
<tr>
<td>AY05-06</td>
<td>52%</td>
<td>28%</td>
<td>28%</td>
<td>44%</td>
<td></td>
</tr>
<tr>
<td>AY06-07</td>
<td>66.7%</td>
<td>8.3%</td>
<td>25%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AY07-08</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Within the "stopped" category, six students switched majors (i.e., they were enrolled in a major other than PHI in at least one semester and were not enrolled as a PHI major in any subsequent semester), and of these, two graduated with a non-PHI major.

The remaining students in the "stopped" category were not enrolled at all in AY07-08. Of these students, we have no way of knowing how many have truly left UIS and how many intend to resume their studies.

Overall, we have very limited data about retention, and we are not entirely sure how to interpret it. Retention rates seem to vary considerably by cohort, with notably strong retention in the AY04-05 cohort and notably poor retention for AY05-06. We are also unsure how these data compare with other programs, since a valid comparison would require the methodology we used to be applied to all other programs at UIS. Since the above data were extracted manually from a large data set, such a campus-wide comparison is beyond our capabilities at this point.

In our retention efforts over the next eight years we will (1) take advantage of the UIS early warning system (EWS), (2) use the built-in early warning system within Blackboard that helps to identify and follow-up with students who are missing class or otherwise faring poorly, and (3) direct students who seem to be struggling to a range of UIS resources as appropriate, including to

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UIS counseling services, disability services, and the Center for Teaching and Learning (particularly their writing support).

IV. Faculty

Demographics.

The program has three full-time faculty and approximately seven adjunct faculty, though the latter number varies from year to year. There are also two faculty members from other departments who have an association with the philosophy department, though their appointments fall wholly within other departments.

Among the full-time faculty, one is a tenured Associate Professor, and the remaining two (including the current department chair) are tenure-track Assistant Professors. All three have PhDs in philosophy. All full-time faculty have full appointments in Philosophy; among them one is associated faculty with POS and LIS and one is associated faculty with WGS.

The department chair currently has a 1/3 time NIA per semester for chairing the department (i.e., he teaches two courses per semester instead of three). In addition, Peter Boltuc has a standing 1/6 time NIA per year for serving as editor of the APA Philosophy and Computers Newsletter.

The current full-time faculty are all Caucasian, with two male and one female. This represents an improvement over the previous state of affairs, as Roxanne Kurtz is the first full-time female faculty member that the department has had since the program started offering the major or the minor. None of our recent faculty searches were officially diversity searches, though our most recent search did produce a female hire. Thus, gender-wise we have a relatively diverse full-time faculty at present, but in terms of race and ethnicity, we are certainly not diverse. The primary obstacle to achieving such diversity is the fact that the philosophy discipline as a whole is one of the least diverse disciplines in the humanities, if not the least diverse. Thus, the few minority job candidates are in high demand, and all else being equal, they can command higher salaries than UIS is likely to offer them.

Our adjunct faculty typically teach one or two courses per year and are non-resident. With two rather special exceptions, all of our adjunct faculty have PhDs in philosophy. The first exception is Boria Sax, who teaches one ECCE course for us per year. This was previously an LSC course and is now hosted by Philosophy. Sax's course is somewhat hard to classify, as is Sax himself, though his PhD is in ethology. The other exception is Will Cowling, who was hired very recently and who is very close to completing a PhD in philosophy. Overall, our adjunct faculty are unusually well-credentialed.

In terms of gender and ethnicity, our adjunct faculty are not a very diverse group, though we currently have one female adjunct faculty member. We believe that this is due to a combination of the following two factors: the relative lack of diversity in philosophy as a discipline, and our strategy for recruiting adjuncts. The first of these two factors has already been described. As for the second, we recruit adjunct faculty opportunistically, based primarily on the professional
connections of our full-time faculty. This strategy is a low-cost and feasible method of attracting an unusually highly qualified group of adjuncts, and requires no institutional support beyond the payment of adjunct salaries. However, since this strategy is not explicitly geared toward diversity, it tends to yield adjunct faculty who resemble the philosophy discipline as a whole. We are happy to consider ways of attracting a more diverse group of adjunct faculty, though at the same time we are reluctant to make any radical changes to a recruitment strategy that has served us so well in every other respect. We feel that any diversity efforts in adjunct recruiting should supplement, not replace, our current professional contact-based method. Should such an expanded strategy be adopted, we need to be realistic about how much diversity it can yield, given the overall demographics of the philosophy discipline. And finally, any such expanded efforts should be accompanied by an appropriate level of institutional support.

**Fit with Program.**

In such a small program it is essential to have faculty members who specialize in their specific areas while being broad enough to be able to work together on advising and departmental projects. We have been able to accomplish both of these tasks. Dr. Barker focuses on core analytical philosophy, especially philosophy of language and logic, but his teaching covers a much wider range of areas (philosophy of mind, metaphysics and epistemology, free will, and introductory philosophy). Dr. Boltuc specializes in moral and political philosophy, with strong inroads into philosophy of consciousness and personal identity. Dr. Kurtz has two strong areas of competence; while her Ph.D. is in political philosophy, she has a strong record of publications in metaphysics and competency in feminist philosophy. This is an excellent arrangement in that each faculty member has one or two areas of special focus while bridging to other areas. This situation results in a very positive atmosphere and helps with student advising and general collegiality among faculty.

We are very fortunate to have very strong Adjunct Assistant Professors, well published in their fields, teaching Philosophy of Science and Aesthetics for us. We are also at advanced stages of preparation to offer Continental Philosophy and Epistemology, taught by two other very strong adjuncts (the latter with a Ph.D. from Oxford and strong online teaching experience).

Currently, we rely entirely on adjunct faculty to cover the area of History of Philosophy. Until recently, this area was covered by an emeritus philosophy professor from Jacksonville who held an endowed chair there, but he has recently decided to retire completely. This puts us into a somewhat weak position, a situation that could be redressed with a fourth full-time faculty member with a strong competence in History of Philosophy.

Also, the Department cross-lists courses in Feminist Theories and in Computer Ethics offered by faculty from Women and Gender Studies and Computer Science respectively.

**Faculty Achievements.**

Although the program's faculty is still largely junior and the review period is somewhat short, UIS's philosophy faculty have been active on a number of fronts. Roxanne Kurtz has co-edited a scholarly volume, *Persistence: Contemporary Readings* (Bradford: 2006). She is also actively engaged in research stemming from her recently completed dissertation. John Barker, while
chairing the philosophy department at a junior stage of his career, has nonetheless found the time to write a number of scholarly articles, some in print and others under review. And Peter Boltuc has been prodigiously active during the review period. He has produced an extensive list of publications and conference presentations during the review period, ranging from social philosophy and ethics to machine consciousness, and is now the editor of the American Philosophical Association's *Philosophy and Computers Newsletter*. Dr. Boltuc has single-handedly transformed this publication into a full-fledged journal that has now published articles by some of the leading figures in philosophy and related disciplines. He also has a steady record of publications on online education.

The faculty's professional activities support the program's goals and objectives in at least two different ways. First, it is our goal to have a faculty consisting of engaged teacher-scholars. Essentially all of our professional activity supports this goal, but Dr. Kurtz's book is particularly noteworthy in this regard. It brings together leading contemporary work in a central area of philosophy, thus providing a tremendous service to the discipline. At the same time, it forms a partial basis for Dr. Kurtz's course on metaphysics, thus organically connecting her teaching and scholarship, a goal we all work toward in our teaching and research.

Second, Dr. Boltuc's numerous publications and presentations include important work on online education, and specifically on the online teaching of philosophy. Not only does this keep the program at the cutting edge of online education; it also promotes the program and helps establish us as an international leader in teaching philosophy online.

**Technology.**

All UIS philosophy faculty teach online, and all use Blackboard for course delivery. In an online Blackboard-based course, every single instructional activity takes place within the course's Blackboard site. More specifically, a typical online course will include:

1. Weekly lectures, typically written, posted to the Blackboard site.
2. Weekly discussion forums that the instructor(s) actively moderate; the Blackboard Discussion Forum feature is used for this purpose.
3. Writing assignments to be turned in electronically — faculty practice varies, but typically Blackboard is used for this purpose as well, including the return of papers to students with feedback.
4. One or more tests, delivered with Blackboard's Test feature. Some advanced courses do not include any tests, placing more focus on papers

While Blackboard constitutes our primary educational technology, other uses of instructional technology are being used on a case-by-case basis. In PHI 401 Logic, for example, we currently use the software package *Language, Proof and Logic*, developed at Stanford University. This software package allows students to compose and self-evaluate the proofs, models and truth tables that they are called upon to create throughout the course. It serves both as a vehicle for the submission of assignments, and more importantly as a tool for students to check their own work and, if they wish, obtain automatic feedback on additional, non-graded exercises. The software does not by any means replace the instructor, but it serves as an invaluable tool in the rather difficult task of teaching logic online. In PHI 440 Ethics, we have tried developing lectures with
the software package *Softchalk*, which allows for more interactive lectures that include embedded files, questions, games, and quizzes. In PHI 447 Rationality and Moral Choice, which is a collaboration between UIS and The Warsaw School of Economics in Poland, a large part of the course takes place on their proprietary platform that is characterized by better visual and graphic effects.

From time to time, faculty also explore other educational technologies, though adoption of other technologies has been less systematic. For example, we occasionally use Elluminate for real-time interactive distance learning. However, the overwhelming majority of our students prefer to learn asynchronously, so adoption of Elluminate in this department has not been very broad or deep.

**Faculty Development.**

In Spring 2006, Peter Boltuc took a sabbatical to work on a book on political philosophy. The goal was not to finish the book, but to make substantial progress on it, and that goal was accomplished. It is a goal of this department that all of its members be active scholars; thus, Dr. Boltuc's sabbatical helped the department achieve that goal. This will be most evident when Dr. Boltuc's book project comes to fruition. Sabbaticals for the remaining department faculty would no doubt be of similar benefit.

Dr. Boltuc also receives a standing NIA, equal to one course per year, to edit the APA *Philosophy and Computers Newsletter*. This benefits the program in many ways, but most directly by establishing and maintaining our visibility in the profession. Under Dr. Boltuc's editorship, the *Newsletter*, which is actually a journal for all intents and purposes, has published articles both from some of the leading figures in philosophy (such as Princeton University's Gilbert Harman) and from some of our very brightest students. It also regularly includes some publications on online learning, which has the side benefit of promoting our program.

The only other standing NIA is received by the department Chair (currently John Barker), and is equal to two courses per year. This NIA is an absolute necessity. Without it, it would be virtually impossible for a Chair to exercise all of his or her responsibilities adequately.

V. **Learning Environment and Support Services**

**Student Involvement with Program Activities.**

Due to the fact that over 90% of philosophy majors, as well as a majority of minors at any given time, are online students with no access to the UIS campus, the program faces a special challenge of working with those students as well as with the on-campus cohort.

Our work with on-campus students is made difficult by the fact that we have a limited number of on-campus majors and minors. Practice demonstrates that while many courses taught by PHI faculty on the ground — on campus, or in Peoria -- fill (Critical Thinking is just one example), those needed by majors fill rarely when taught on campus. Occasionally we offer courses that unite online and on-campus students - such as a session of PHI 453 that was open to all majors.
and minors and which was delivered online and on campus simultaneously. We also have occasional departmental colloquia, attended by one or two on campus students.

The main area where we work with students is online, since that is where our students are. We advise them on potential career paths, especially in the Senior Seminar, and also encourage students to participate in professional meetings. Since 2006 we have had majors attend professional conferences (such as the APA and NA-CAP), occasionally presenting papers. We have had three students (two majors) publish articles in professional publications. Several of our students also participated in the UIS Webposium, a conference for online students.

Philosophy majors have also created their own Google Group for communication. We are deliberating the creation of a student discussion forum or blog, though we have concerns about monitoring such a forum for inappropriate content.

**General Curricular Support.**

Because over 90% of PHI majors are online students, most of them are unable to come to campus. Thus, campus-wide support of online learners is of paramount importance to us. While there is some support for online learners, we wish it were more consistent. For instance, the changing policy of the Center for Teaching and Learning in terms of its general direction, and in particular in its support of online students, has been frustrating. One year we can send students their way who need active help with their writing or research skills, another year they are available only for Capital Scholars and student athletes, and still other semesters they help majors, but only on campus. We need them to provide consistent support for online students, and this consistency and predictability is missing. Many services on campus are geared primarily or exclusively towards on campus students, which leaves our students at a disadvantage. The Office of Disability Services has been responsive to online students needing help, though it is unclear how much help they can provide remote students with, other than guidance and supporting accommodations.

The library has online resources in philosophy, including good access to full text databases. The library has a Philosophy Program Library Research page that describes our resources: http://etweb.uis.edu/libdata/rqs.phtml?subject_id=17. While the materials available online are good, they would be much improved if expanded. We need access to more online journals and other scholarly works (such as those available through Oxford Online.) We strongly support making permanent the trial program that lends students materials via mail. This program is critical to allowing reasonable access to book collections for our online majors. At one point, we talked to Denise Green about an online tutorial on utilizing library resources specifically for philosophy students taking all classes online, but this never materialized. We would like to revisit this issue.

Also, we wanted to have a special module (the Zero Hour Module) to help orient incoming students, but there was never financing available for it. Now some of this is being done by the Program Coordinator, some by the Department Chair, and some by faculty as a part of advising. Still, the need for such a module remains.
**Computer Technology.**

The philosophy department's current hardware and software systems meet the program's instructional and administrative needs fairly well. We hope that the current budgetary problems will not slow down the hardware replacement cycle because good computers are of paramount importance, as we do most of our teaching online.

Currently, there is room for improvement with respect to updating basic hardware and software for faculty and staff, especially in terms of setting up faculty with cross-platform systems to better design courses for PC and Mac users and help students working from different platforms. We are also interested in using new technologies in our courses as they become easier to implement, access, and support. Such innovations might include more video components, Podcasts, Elluminate sessions, online conferences or live online debates, and so on.

Campus support for instructional technology is good, though our students would benefit from expanded hours for technical support.

**Future Needs.**

The biggest places for improvement are with respect to consistent access to support for online students from the Center for Teaching and Learning and better and expanded online and remote access to library holdings. Both these changes are required to bring curricular support for online students closer to being on a par with curricular support for on-campus students.

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**VI. Student Demand and Program Productivity**

**Student Enrollment.**

The following table details enrollment in the program.
<table>
<thead>
<tr>
<th>Year</th>
<th>Number of majors</th>
<th>Credit Hrs generated in PHI courses</th>
<th>Percent of credit hours generated by non-majors</th>
<th>Degrees granted</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY99-01</td>
<td>0</td>
<td>382</td>
<td>100%</td>
<td>0</td>
</tr>
<tr>
<td>AY00-01</td>
<td>0</td>
<td>230</td>
<td>100%</td>
<td>0</td>
</tr>
<tr>
<td>AY01-02</td>
<td>0</td>
<td>328</td>
<td>100%</td>
<td>0</td>
</tr>
<tr>
<td>AY02-03</td>
<td>0</td>
<td>521</td>
<td>100%</td>
<td>0</td>
</tr>
<tr>
<td>AY03-04</td>
<td>0</td>
<td>544</td>
<td>100%</td>
<td>0</td>
</tr>
<tr>
<td>AY04-05</td>
<td>17</td>
<td>1087</td>
<td>85%</td>
<td>0</td>
</tr>
<tr>
<td>AY05-06</td>
<td>39</td>
<td>1579</td>
<td>71%</td>
<td>3</td>
</tr>
<tr>
<td>AY06-07</td>
<td>50</td>
<td>1708</td>
<td>64%</td>
<td>1</td>
</tr>
<tr>
<td>AY07-08</td>
<td>54</td>
<td>1787</td>
<td>62%</td>
<td>4</td>
</tr>
</tbody>
</table>

Our source for the number of majors was the same database from which we derived retention numbers (see “Retention” in Part III above). We considered a student to be a major in a given academic year if he or she was enrolled as a PHI major for at least one semester that year. As noted in the section on retention, simply counting the number of enrolled majors in the fall semester of each year under-counts the number of majors, since a student can be an active PHI major without being enrolled every semester. The source for the remaining columns is UIS Induced Course Files, provided by the UIS Office of Institutional Research.

As can be seen in the above table, the number of PHI majors has increased steadily since the program’s inception, along with the number of credit hours generated in PHI courses. Both numbers show signs of stabilizing in the near future, but since both numbers have increased each year, we do not yet know what values these numbers will take when they do stabilize.

The number of degrees granted so far has been rather small. Since the number of students who have graduated from the program is smaller than the number who have entered, the difference between these two figures must be some combination of (a) students who are still actively pursuing their degree, and (b) attrition. We attempted to address this question in our discussion of retention (see Part III above). That discussion clearly shows that both factors play a role: some students remain active for several years without graduating, and some stop out. In particular, there are still a significant number of active students from our first cohort who have not yet graduated. Since not one cohort has yet passed through the system, we are hesitant to draw any conclusions about rates of completion or time to completion for the PHI major.

As already stated, our enrollment numbers have increased each year, and can be expected to increase somewhat further, even absent any specific initiatives on the part of the program. Up to a certain point, the program can increase enrollment numbers still further by reaching further beyond the major. For example, we plan to involve ourselves somewhat more in general education. We also anticipate an increase in graduate enrollments in our 400-level courses, due to our ongoing partnership with the LNT (formerly INO) program. We are also considering a graduate certificate or even a degree since there is a well-documented strong demand for an
M.A. in mainstream philosophy offered online. However, without additional faculty, there is an upper bound to the number of credit hours that we can generate.

**Program Productivity Data and Analysis.**

In AY07-08, the program had 54 majors (see the table in the previous section), or 18 majors per full-time faculty member. Thus, the program has the capacity to meet the demand for philosophy majors, and could certainly service more majors. On the other hand, the program generated 625 credit hours per staff year in 2007, which places it fifth out of 33 programs at UIS. Thus, given our current staffing levels, we can meet the total demand for PHI courses, but without very much room to spare.

The vast majority of our majors are online, as are the vast majority of our course offerings. Thus, we are in a good position to service our core student constituency. The flip side of this situation, however, is that we have a very limited capacity to serve on-campus students. There is currently only one PHI course that is offered on-campus on a regular basis (PHI 100, Introduction to Philosophy), and two more offered semi-regularly (PHI 440 Ethics and PHI 301 Critical Thinking). While we plan to expand our on-campus offerings somewhat, our ability to do so is severely limited at our current staffing level. This is not a problem in terms of serving our majors, since there are very few on-campus majors – though the low number of on-campus majors may be due in part to our limited on-campus offerings. On the other hand, student demand for our one regularly offered on-campus course has been strong thus far, suggesting that student demand exists in this area. In short, we can meet the current overall demand for courses, but our ability, at current staffing levels, to expand into other areas is very limited.

As already noted, the program ranks quite high in terms of credit hours generated per full-time faculty, though the number of majors per full-time faculty is not particularly high; the average number is 24.74, and we rank 23 out of 29. It should be noted, however, the data from which these figures were derived count the number of majors based solely on fall semester enrollments. As described in "Retention" (see above -- Part III), we have found that this methodology undercounts the number of philosophy majors.

In any case, it is important to keep these numbers in perspective. In comparing our program to other undergraduate philosophy programs in Illinois, we used 2006 data, the most recent year for which we have comparative data. The average number of philosophy majors in Illinois institutions is 42.4, vs. 39 at UIS. This is a rather remarkable fact, considering that ours is a much smaller institution than average. Indeed, these numbers strongly suggest that we have an unusually high number of philosophy majors given our institutional size. At the upper division, we generate 1384 credit hours in PHI courses, the Illinois average being 3344; this is much more

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3 Source: University of Illinois, *Academic Unit Cost Study/Faculty Credit Hour Study FY00-FY07*. Office for Planning and Budgeting. Section: Faculty Load, Department. Provided by the UIS Office of Institutional Research.

4 Source: Frozen IR Census Files (for student data); Provost's Office, "Sims Report" (for faculty data).

5 Data provided by UIS Office of Institutional Research.
in line with expectations, given the disparity in institutional sizes. At the lower division, we generate far fewer credit hours than average: 270 vs. 4465. This reflects the fact that we offer only one course at the lower division (PHI 100).

In degree production, we rank low in comparison to other programs, having so far generated only 8 B.A. degrees. To an extent, this simply reflects the fact that we are a very new program. As we discussed above under "Retention" (see Part III), there are still many active majors in our first cohort who have yet to graduate. Once one or two cohorts have passed through the system, we will be in a better position to gauge the program's rate of degree production.

**Demand for Concentrations.**

The major does not have concentrations per se. Instead, we have "specializations." As was explained in Part I above, a PHI major must choose one of the Core and Values distribution groups as an area of specialization. He or she fulfills the major's specialization requirement by completing, in addition to the two courses which are required by the major's distribution requirements, a further course in this area that has been designated "advanced" by the department. The rationale for this requirement is simply to force the student to do at least some high-level coursework in philosophy. Calling this a "specialization" requirement is therefore somewhat misleading, as it is really more of an advanced coursework requirement.

The "specialization" terminology seems to have originated in an early stage in the planning of the major, when it was thought that majors specializing in a given area would take an additional (non-advanced) course in that area (over and above the 8 required credit hours for each area), and that two senior seminars would be offered (PHI 490 and PHI 495), one for specialists in either area. However, the former plan was abandoned to keep the overall number of required credit hours reasonable, and the latter is simply not currently justified by the number of senior majors.

It may be worth noting that while there is a third distribution group in the major, namely History of Philosophy, there is no advanced coursework offered in this area, and students may not choose it as an area of specialization. This is due to the fact that none of our current full-time faculty have sufficient expertise to offer an advanced course in this area.

**Minors.**

See Appendix A for detailed information on the philosophy undergraduate minor.

**VII. Centrality to Campus Mission**

**Support of the Campus Vision.**

Philosophy is part and parcel of a Liberal Arts Education. Despite the small size of the campus, our program has developed a strong B.A. in philosophy, offered by true teachers-scholars,
excellent teachers deeply entrenched in their discipline thanks largely to our initiative to go out and search for excellent majors all around the world. We enrich the lives of our students by giving them access to excellent courses in philosophy of which many would have been deprived because of their geographic location, family or employment demands and/or limited mobility. We make a difference in the world by enrolling foreign students (from Spain, Israel and other countries) as well as Americans living in Africa, Europe and Asia in our program; we also meet in our online courses with students from other institutions such as the Warsaw School of Economics (in PHI 447, Rationality and Moral Choice) and three eminent EU universities (in PHI 480, Readings on Philosophy and Computers). Our program combines academic excellence with high concern for our students.

**Relationship to Other Campus Instructional Programs.**

The program planned to offer a graduate certificate in Philosophy and Computers. The certificate would have had large visibility due to the international prestige of Keith Miller (CSC faculty, associated faculty in PHI). It was enthusiastically received by Professors Bryanov (CSC, specializing in AI) and Boltuc (PHI, Editor of the APA Newsletter on Philosophy and Computers). The latter even organized an international course on philosophy and computers offered in the Fall ‘08 with the institutions from Sweden, Italy, and Greece. The initiative had full support of PHI, but CSC is not able to commit. We would encourage this initiative; with pay differential between the two disciplines one way to do so would be to hire a philosophy Ph.D. who also has at least an M.A. in CSC and can service both departments.

Roxanne Kurtz is associated faculty of the Women and Gender Studies Program. She is working toward making an online WGS minor an excellent fit with the PHI major, thereby benefiting both programs. There are three cross-listed courses (two cost-centered in WGS and one in PHI) that can be taught online to make the WGS minor workable. However, due to resource constraints (which required that the new PHI/WGS course being developed be cancelled this Spring), it is unclear how often these courses will be offered.

We also have a longstanding relationship with LIS/INO, dating back to the days of SSU. PHI 453 and PHI 436 were originally developed with LIS grants, and approximately 10 seats in each course are always reserved for LIS majors. LIS students also take other PHI courses, especially PHI 434, Aesthetics. We hope to create an online version of PHI 432, Philosophy of Art, that would be more appropriate for LIS students as an elective. More recently, we have partnered with INO, supporting their efforts to establish an online M.A. degree. We do this by making our 400-level PHI courses available to INO students who choose to concentrate on philosophy. LIS/INO’s recent hire of Bill Kline, a philosopher who is associated faculty with PHI, further strengthens this partnership. Also, PHI 447 Rationality and Moral Choice was developed with financial assistance from the School of Business and it enrolls some majors from that school. Finally, many minors in PHI come from History, English and Psychology.

**Service to Non-Majors.**

The program regularly offers courses developed especially for LIS (PHI 436 and the very popular PHI 453, “Person, Identity and Dignity”) where a half-section is always reserved for LIS. PHI 447, Rationality and Moral Choice, is recommended by the School of Business for their
online majors. Computer science majors take Philosophy and Computers and Computer Ethics. We considered offering a graduate certificate in philosophy and computers, but both CSC and PHI have staffing shortages which prevented this initiative, at least for now. We also have students taking our cross-list with WMS towards the latter minor and hope to be able to make a WMS minor a great fit with the philosophy major by offering PHI 474, Feminism Informing Philosophy. The program also has a large number of minors from other disciplines.

In 2008 we gave 1018 credit hours to undergraduate non-majors and 140 to graduate non-majors (as well as 629 hours to majors)\(^6\). Thus, non-majors generated 62\% of our hours in 2008 (see “Student Enrollment” in Part VI above). By way of comparison, in 2000 only 334 credit hours were generated by undergraduates in PHI prefix courses\(^7\); thus, our overall undergraduate enrollments have risen almost by a factor of five in this time period. Graduate enrollments in 2000 were 48 credit hours, constituting a nearly three times increase over this period.

A strong majority of our credit hours are generated by non-majors; yet we have very few general education offerings: these are currently limited to PHI 100 (Introduction to Philosophy) and the adjunct-taught PHI 313 (ECCE: Animals and Human Civilization). By a simple process of elimination, it follows that many, probably a majority, of our credit hours are generated by non-PHI majors taking PHI courses as general electives. Thus, PHI courses designed for the major actually do double-duty: they provide a source of general electives that many UIS students avail themselves of.

In 2007, PHI placed 5\(^{th}\) out of 33 UIS departments in terms the total hours generated per faculty (625 hours)\(^8\). This rose from 26\(^{th}\) place and 322 hours in 2000. We expect to be able to maintain our relatively high standing in this category as the major continues to thrive. We have also considered trying to raise our standings even further by adding one high-enrolling class, either on-campus or online, if appropriate support can be found for such a course, such as a TA or grading assistant.

**Support for General Education.**

The Program offers PHI 100, Introduction to Philosophy, on campus every Spring. We also offer one adjunct-based ECCE course, Animals and Human Civilization, online regularly.

Due to the fact that the program did not receive any positions during the period of hiring for general education courses, coupled with the fact that we are now offering a successful major which did not exist before 2004, we are unable to do much more in this area. PHI courses enroll well by majors in PHI, LIS and a few other majors; therefore there is little room left for general education students.

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\(^6\) Source: FY08 Induced Course Load Files, via UIS Office of Institutional Research.

\(^7\) Source: FY00 Induced Course Load Files.

\(^8\) Source: University of Illinois, Academic Unit Cost Study/Faculty Credit Hour Study FY00-FY07. Office for Planning and Budgeting. Section: Faculty Load, Department. (Via UIS Office of Institutional Research.)
Support for campus initiatives.

Over 90% of PHI majors are online. Therefore the program has to offer its full curriculum online. We are the recognized national leader in online learning in philosophy with about 90% of our offerings being online. All our full-time faculty teach online while our adjunct faculty teach exclusively online.

VIII. Costs

Analysis of Costs.

The instructional costs for the philosophy program dropped significantly in FY05 coinciding with the introduction of the B.A. degree offering at UIS and with the retirement of two colleagues. Prior to FY05, the UIS philosophy unit cost ranged from 185% to 249% of state average unit cost with an average of 211%. For the period FY05 through FY07 inclusive, the UIS PHI unit cost ranged from 103% to 134% of the state average unit cost with an average of 119%. This may be partly attributed to an increase in enrollment in PHI-prefix classes and a corresponding increase in the student to faculty ratio related to the offer of a Major as demonstrated in the following table of cost per credit hour in PHI prefix courses. 

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>UIS Cost</th>
<th>State Average</th>
<th>% of Average</th>
<th>Total G &amp; UG Credit Hours</th>
<th>Student/Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY07</td>
<td>$248.84</td>
<td>$205.05</td>
<td>121%</td>
<td>1708</td>
<td>9.3</td>
</tr>
<tr>
<td>FY06</td>
<td>$205.44</td>
<td>$200.06</td>
<td>103%</td>
<td>1579</td>
<td>11.5</td>
</tr>
<tr>
<td>FY05</td>
<td>$250.20</td>
<td>$186.35</td>
<td>134%</td>
<td>1087</td>
<td>6.9</td>
</tr>
<tr>
<td>FY04</td>
<td>$401.85</td>
<td>$181.20</td>
<td>222%</td>
<td>544</td>
<td>0.5</td>
</tr>
<tr>
<td>FY03</td>
<td>$332.24</td>
<td>$174.84</td>
<td>190%</td>
<td>521</td>
<td>n.a.</td>
</tr>
<tr>
<td>FY02</td>
<td>$334.17</td>
<td>$180.98</td>
<td>185%</td>
<td>328</td>
<td>n.a.</td>
</tr>
<tr>
<td>FY01</td>
<td>$438.61</td>
<td>$176.46</td>
<td>249%</td>
<td>230</td>
<td>n.a.</td>
</tr>
</tbody>
</table>

The increase in efficiency from 2001 to 2007 was dramatic, with the upper division cost per credit hour at the discipline level being reduced by 43% during this time. Philosophy is currently among the most cost efficient programs at UIS: in FY2007, for example, Philosophy had the seventh-lowest cost per credit hour.

As noted above, we have considered the possibility of offering a large, general enrollment course on-campus to further increase program efficiency. This option hinges in part on the addition of faculty and possibly teaching or grading assistants to handle different sections of the course.

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9 Source for UIS costs: University of Illinois, Office for Planning and Budgeting Discipline Cost Study and Faculty Credit Hours Study, Discipline Cost by Department. Source for statewide average costs: Illinois Board of Higher Education, Academic Discipline Unit Cost Study Data. Source for student/faculty ratios: Student data from the official frozen census 10th day files. Faculty data from the Provost's Office. Data provided by UIS Office of Institutional Research.
External Funding.

The philosophy program received a substantial grant of about $50,000 from the Sloan foundation to develop online courses in philosophy and support the program. We were able to support the development of seven or eight new courses with these monies. We hope to secure additional outside support, but this is contingent on the availability of relevant grants and our having the resources to take advantage of such grants.

IX. Summary and Recommendations

Previous Program Review Recommendations.

The last 7-year program review was written in the Spring of 1996, prior to the establishment of the PHI major. Thus, its entire emphasis on service to the university and to minors ignores the important place of PHI majors to the program and to UIS. Nevertheless, the report made two basic recommendations that we still follow. First, we strive to help all UIS students achieve greater philosophic understanding and habits of thought and to respond to their own disciplines in a philosophical manner. Second, we support PHI minors to help them develop a more well-rounded understanding of philosophy in its own right, including something of its history.
Current Program Strengths.

Considering the youth and size of the PHI program, we have great strengths:

- We have exceptionally knowledgeable, committed, and skilled teachers.
- Our teachers are intelligent, productive, and successful scholars.
- Our adjuncts are reliable and very well qualified.
- We are proud to have a faculty that cares deeply about its students.
- We attract and teach a group of very engaged online students that excel by performing at a level on average above on-campus students.
- We have been successful at preparing PHI majors for graduate school and have a good chance to develop very solid reputation for turning out strong graduate student applicants.
- We enjoy great collegiality among faculty members.
- We offer a demanding and comprehensive curriculum that provides our majors with a solid grounding in philosophy.
- By limiting ourselves to two tracks within philosophy, value theory and core analytical, we consistently offer high quality courses even with a small faculty.
- We fulfill a unique niche in the world of philosophy by offering the best online philosophy major available in the U.S. and one of the few available worldwide.
- We remain an enthusiastic and motivated faculty that strives very much to increase our contribution to UIS while improving the major.
- We remain true to the UIS mission of becoming one of the very best public liberal arts schools by conducting small intimate classes.

Areas of Concern.

Our biggest concern is that with only three full-time faculty members, we are simply stretched thin. With regard to the major:

- We rely heavily on adjunct faculty. About 8 courses per year are regularly delivered by adjuncts. When NIAs are taken into account, our full-time faculty have 15 instructional assignments per year. Thus, about 35% of the major is adjunct-taught.
- History of Philosophy is an area of weakness within the major. We currently offer only two courses in this area (namely the history sequence, PHI 421 & PHI 425). Moreover, these courses are normally adjunct taught. None of the full-time faculty work in history of philosophy or have a strong competence in that area. Ideally, a philosophy major
should offer, in addition to the basic history sequence, a diversity of courses in history of philosophy, just as we do in the other two areas (core and values).

- Even in our areas of strength, namely core and values, it is difficult for three faculty members to provide comprehensive coverage. Here it is important to understand the intent of our curriculum. As detailed earlier, students may choose freely from the core and values areas, provided they take a sufficient number of credit hours in each area. However, each area contains many fields, and to deliver a high quality major, we should have reasonably comprehensive coverage of these fields. The core area, for example, includes such fields as metaphysics, epistemology, philosophy of language, philosophy of science, and philosophy of mind. Realistically, no one faculty member can be expected to have expertise in more than one or two of these areas. Similar remarks apply to the values area. We do currently offer what we regard as sufficient diversity in these areas, but only by virtue of several adjunct-taught courses.

- UIS’s recent budgetary problems have taught us that the university administration is very willing to cancel adjunct-taught courses and sections as a cost-cutting measure. Thus, our heavy reliance on adjunct faculty puts us in a precarious position.

The department does not exist simply to deliver the online major, however. We would like to make additional offerings in the following areas.

- On-campus general education. Currently, the department offers only one such course: PHI 100, Introduction to Philosophy. Enrollment in this course has been quite strong; indeed, the course usually fills. Thus, we have good reason to expect that additional on-campus offerings would also fill. Moreover, it seems to us that a single on-campus philosophy offering is far too little for a campus that wishes to regard itself as a high-quality liberal arts university.

- Online general education. Here again our offerings are limited to a single course: PHI 313, ECCE: Animals and Human Civilization. This course enrolls extremely well. Moreover, there is a strong demand at UIS for online general education courses. It should also be noted that PHI 313 is adjunct-taught, and that in general, UIS considers it preferable for general education courses, especially ECCE courses, to be taught by tenured and tenure-track faculty.

- Graduate Courses. At our current staffing level, we cannot even consider offering a Masters degree in philosophy. However, with a larger department we could certainly offer an online M.A. Moreover, we feel that we are extremely well-positioned to do so, based on the success of our B.A. program and on the fact that no other American institution is offering an online M.A. in philosophy. In addition, we receive numerous inquiries from prospective students about graduate-level online work in philosophy, indicating that there is demand for such a program. Thus, we feel that we now have an excellent opportunity, but this opportunity will not last forever. We are very concerned about missing this window of opportunity.
Even putting aside the issue of graduate studies, there are only three ways to redress the above issues: (1) Hire more adjuncts; (2) Hire another full-time faculty member; or (3) Cut back on our major offerings in order to deliver more general education offerings. Option (3) would not address the curricular weaknesses we describe above; indeed, it would exacerbate them. In addition, since enrollments in our courses are generally quite strong, it is very difficult to achieve option (3) without scaling back course offerings for which there is demand. As for option (1), we are too dependent on adjuncts already. This leaves option (2), hiring more full-time faculty.

We propose that at some time in the next few years, the department should hire a new full-time faculty member with competencies in history of philosophy and epistemology. Such a hire would redress most of the above weaknesses as follows:

- The new hire could take over one course in the history sequence and develop at least one new course. This would go a long way toward addressing our need in history of philosophy.

- He or she could also develop a new course in epistemology, thus shoring up our offerings in core. Teaching history of philosophy and epistemology would take about three courses per year.

- This would leave about three additional courses per year for the department to assign as it pleases. These should be general education courses, in some combination of on-ground and online. These additional courses could be assigned to the new hire, or (preferably) distributed among the full-time faculty.

While faculty size is our primary concern, we do have other concerns as well. With respect to our students’ college experience, we are also concerned about the relative absence of an online social life for PHI students. We would like to see this addressed through some kind of social networking system or blog, but need guidance with respect to available opportunities and appropriateness. A major concern here is how to moderate such forums and to protect student privacy and safety.

In terms of parity with on-campus students, we are concerned that it is more difficult for online majors to utilize some of UIS’s resources. Such resources include library materials, counseling services, technical support, Office of Disability resources, and the Center for Teaching and Learning resources.

Finally, we are concerned that the Department is located in windowless offices that are situated away from most of our CLAS colleagues. We were promised that these accommodations would be temporary, and it is important not to let the temporary lapse into the permanent.

**Program’s Recommendations for the Current Review.**

Our program recommendations are targeted toward growing the philosophy department as the premiere department for online students. We suggest the following:
• In order for the program to play a stronger role in campus life while maintaining and developing an active major primarily for online students, we recommend the hire of an additional faculty member in the Philosophy Department.

• To attract more on-campus students, we recommend that the department develop at least one more course to be taught on a regular basis on-campus at a lower level than our online offerings. Depending on resources, this might be a large class.

• The philosophy department is well-positioned to offer an online M.A. in philosophy and/or an online graduate certificate. We recommend that the department continue to explore these initiatives, though making them happen will require institutional support. Offering an M.A. would require at least one additional full-time hire. Offering a certificate would require an additional adjunct hire.

• We are seeing increasingly strong students in the Senior Seminar. We would like to increase recruitment efforts while at the same time maintaining admissions standards at or above their current levels, to continue this trend of attracting excellent students while also growing enrollments.

• We recommend that appropriate permanent office space be found for the PHI department.
### Table 1: Student Demographic Data for Undergraduate Philosophy Majors, 2001-2008

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<th>Status</th>
<th>Fall 2008</th>
<th>Fall 2007</th>
<th>Fall 2006</th>
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</tr>
</tbody>
</table>

*For the years of 1999-2003, if a person's race/ethnicity was unknown, they were placed in the white, non-Hispanic group.*

*SOURCE: Census data files used for IPEDS reporting were the sources for race/ethnicity, age, and gender. The annual reporting for 12 credit hours is considered full-time at the Undergraduate Level and 9 credit hours is considered full-time at the Graduate Level.*
Table 2
Program Majors, Credit Hours Generated, And Degrees Granted
Philosophy

<table>
<thead>
<tr>
<th>Program Majors (Fall Term)</th>
<th>FY Credit Hours Generated (by Program Prefix)</th>
<th>Degrees Granted (FY)</th>
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<td>FY98 (AY97-98)</td>
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<tr>
<td>FY99 (AY98-99)</td>
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</tr>
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<td>FY02 (AY01-02)</td>
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<tr>
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</tr>
<tr>
<td>FY04 (AY03-04)</td>
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</tr>
<tr>
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<tr>
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<td>FY07 (AY06-07)</td>
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<td>FY08 (AY07-08)</td>
<td>44</td>
<td>1,767</td>
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<td>FY09 (AY08-09)</td>
<td>46</td>
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Appendix A
Review of the Undergraduate Minor (If Applicable)

I. Program Description and Objectives

The Philosophy minor at UIS started in 1993 with one student; it had 12 in 1996. The objectives of the minor are:

- To increase awareness of personal values and the major value conflicts in contemporary society.
- To help develop an understanding of the nature and limits of various forms of knowledge.
- To offer experience in critical reflection on major problems of value.
- To provide some background understanding of the history of philosophical pursuits of knowledge, goodness, beauty and wisdom.
- To offer support to all philosophy minors though the philosophy coordinator and as needed input from faculty.

II. Curriculum

The minor requires students to take four courses in philosophy for at least 15 credit hours. Those include one course in History of Philosophy, one in Values, one in Critical thinking or Logic and one elective (any additional course in philosophy); the latter course can be transferred from a different department based on its content, if petitioned.

Enrollments are complementary to the major and to the enrollments of other programs, except in Critical Thinking, which is taken primarily by minors. The program intends to attend more to the needs of on-campus minors, but this is conditional on the demands of the majors, who are primarily online.

III. Students

Before we started offering multiple online courses, we had 6-10 minors. In 2001 the number went up to 15. Since 2004 the number of students has fluctuated between 15 and 22. Within the last two years we had on the average 4 minority students, which is over 22% of the minor. PHI minors are predominantly male, which is typical for the discipline (we hope that our work with
WMS may change this situation if students choose to double minor. In 2007 the average age was just below 30 for the first time (it fluctuated between 31 and 36 in the past.)

Most minors come from ENG, LIS, POS and PSY, with also some from COM, HIS and BB.A.

Historically we used to have more minors from the Business School (ECON, Management) and LIS and a few from Criminal Justice. We expect some minors in Computer Science since we offer two courses in CSC and philosophy as of 2008.

IV. Faculty

This is not a free standing minor (since 2004) but it is populated with courses such as Critical Thinking (on campus and online), Ethics, Person, Identity and Dignity (popular during the Summers) and our history of philosophy sequence. While most other courses are taught by tenured and tenure track faculty, supported by adjunct faculty as needed, the history of philosophy sequence is adjunct based since we were not given a position for History of Philosophy, but it is offered primarily for majors. Minors certainly also take courses from the full-time faculty to satisfy the distribution requirements.

V. Student Demand

Between 2004 and 2007 the minor generated between 168 and 246 credit hours. As represented in the table below, from 2001 to 2003, the number of minors averaged 14, with more men (56%) than women. This changed in 2004 when we had a substantial increase in the number of minors (between 2004 and 2007 we averaged 20 minors) overall and more women (58%) than men.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2001</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
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<td>6</td>
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<td>7</td>
<td>10</td>
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<td>10</td>
<td>22</td>
<td>19</td>
<td>22</td>
<td>15</td>
</tr>
</tbody>
</table>

The number of UIS graduates with a PHI minor underwent a corresponding increase in number. The average number of graduates from 2001 to 2003 was 1.3, which increased to 3.4 from 2004 to 2008. The total number of UIS graduates with a PHI minor from 2001 to 2008 was 21.

VI. Costs

Not applicable.
VII. Quality and Productivity

Our stronger minors tend to come from the programs with competitive online admissions (HIS, ENG) and those with strong on campus majors (PSY, POS, Business School), and from CAP students. Some LIS students are excellent while others have problems in the minor.

The program intends to work with faculty in other departments to promote the minor. There was a drop in Management and Economics students, so we need to talk to them. Rationality and Moral Choice is a great course for them to take. There may be a chance to encourage CSC and PSY students based on new offerings. Finally, it may be that WGS online minors find it relatively easy to add a PHI minor as more cross-listed courses are added to the online offerings.

VIII. Recommendations

Planned strong adjunct faculty members will offer one course in Continental philosophy (appropriate as an elective) and one class broader in the history of philosophy appropriate for the minor. This, together with our attempt to offer more courses on campus, should help boost this relatively strong minor further.