ACADEMIC PROGRAM REVIEW FORM

All academic programs and units at UAA are required by Board of Regents Policy P10.06.010 to engage in program review on a seven-year cycle. University Regulation R10.06.010 sets out the minimum requirements for program review, including centrality of program mission, quality, demand, program productivity, effectiveness, and efficiency. Exceptional reviews may be conducted, per University Policy and Regulation, and with the provost's approval. The UAA process integrates information about student learning outcomes assessment and the improvement of student learning, as well as progress on student success measures and the closing of equity gaps, aligning program efforts and resources with institutional priorities. Final decisions include commendations and recommendations, which guide future program efforts. The results of cyclical Academic Program Review are reported to the UA Board of Regents annually and are published on the UAA Academic Program Review website.

This form is composed of four parts: the Program Section, the Dean Section, the Program Optional Response Section, and the Provost Section. Guidance for submission is provided in each section.

Using the Form: The form is pre-loaded with information specific to each program and posted on the Academic Program Review website. The program should download and save their form to begin using it. The form is locked, so instructions are viewable and the only sections of the document that can be edited are the form fields.

The form uses narrative boxes, text only, and drop-down boxes. Narrative boxes have a character limit, which includes spaces. To undo an answer, press "Control-Z" or "Command-Z."

Responses are to be narrative text only, and must be ADA and FERPA compliant. Do not embed any tables or links, including to webpages or other documents. To be FERPA compliant, do not include the names of any current or former students. Rather, use statements such as, "In AY21 four program graduates were accepted to graduate programs in the field." Programs with specialized accreditation or other external recognitions must comply with restrictions regarding what may be published, as per the accreditor or external organization. Do not include appendices. Appendices to this form will not be accepted.

Data: Each program is provided a datasheet, along with this pre-loaded form. For questions about the data, please contact Institutional Research (uaa.oir@alaska.edu).

Assistance: For technical assistance with this form, email Academic Affairs (uaa.oaa@alaska.edu).

Program(s) in the review: BA Philosophy

Specialized Accrediting Agency (if applicable): N/A

Campuses where the program is delivered: ☑Anchorage ☐KOD ☐KPC ☐MSC ☐PWSC

Year of last review: AY2020

Final decision from last review: Continued Review

PROGRAM SECTION (Due on March 1)

The program review committee chair and committee members are assigned by the dean. All program faculty should be included in the review process, including faculty on the community campuses. After completing the Program Section below, the program review committee chair will sign, date, and email this form to the dean, copying all committee members. If the program is fully delivered on a community campus, copy the appropriate community campus director(s). The program review committee chair's signature and date lines are at the end of the Program Section.

Program Review Committee:

Joel Potter, Associate Professor, Philosophy (ANC), Chair

Terry Kelly, Associate Professor, Philosophy (ANC)

Raymond Anthony, Professor, Philosophy (ANC)

John Mouracade, Associate Professor, Philosophy (ANC)

1. **Demonstrate that the program has responded to previous recommendations.**

   Recommendation 1: ***Decrease the number of upper-division courses offered per semester in order to increase enrollment per course and also establish more efficient course rotations designed to provide students a pathway through the major. Among other things, the program should continue to collaborate with UAF to enhance the enrollment in upper-division courses.***

   How do you know the recommendation has been successfully achieved? *(2000 characters or less)*

   At the beginning of Spring 2022, the Philosophy Department completed a four-year course rotation plan, which guarantees a reliable pathway to graduation within four years and, for the first time, also guarantees a path to degree online.

   In response to earlier administrative feedback, in 2018 the department completed an overhaul of the BA, eliminating tracks and simplifying the degree requirements. This has helped to ensure that degree completion is straightforward and easily completed within a reasonable timeframe.

   The Philosophy BA continues to maintain strong enrollment numbers in its upper-division courses, consistently generating surplus revenue to support other programs in CAS.

   The recommendation cited the importance of improving graduation rates. Junior graduation rates in FY19 and FY20 were both 100% (see EPR datasheet).

   Actions taken to date *(2000 characters or less)*

   1. The Philosophy Department completed a four-year course rotation plan. This guarantees that all degree requirements can be met by at least one course every year.

2. The department has reduced the number of 400-level mastery courses required for degree completion. Before the Expedited Program Review, the BA in Philosophy required completion of two 400-level mastery courses: PHIL A490 and PHIL A423. By contrast to other upper-division philosophy courses, these seminar style courses tend to have lower enrollment (i.e., 5-10 students). In order to satisfy the review recommendation, PHIL A423 was dropped as a major requirement. Now, only one seminar mastery course is offered each year, PHIL A490. The only other seminar style class offered that has similar enrollment levels is PHIL A400, which satisfies the Tier 3 General Education Capstone requirement and counts as a mastery course in the International Studies program.

3. In AY22, the department developed and implemented an Outreach, Advising, and Mentoring Plan for majors in cooperation with the staff Humanities advisor. By improving communications with majors and minors, the department intends to foster stronger mentoring relationships that will translate into improvements in retention, graduation, and career success.

4. The department continues to collaborate with UAF and UAS philosophy faculty, advertising each other's course offerings, guest lecturing, and participating together in co-curricular events.

Evidence of success to date *(2000 characters or less)*

The department has managed to maintain robust enrollment in its upper division courses despite recent downward trends in enrollment at UAA due to program cuts and the pandemic. As a consequence, upper-division offerings in philosophy continue to generate more tuition than their cost (tuition vs total faculty pay).

Average enrollment for upper-division philosophy courses actually exceeds average enrollment for lower-division courses (100-299) at UAA, which in AY19 was 18.26 and in AY21 was 18.00. This can be credited to the streamlined offerings for the philosophy major, the popularity of philosophy general education classes, and the strength of the philosophy program's faculty and partnerships with other degree programs.

Average upper division undergraduate enrollment per academic year (fall and spring):

AY19:

  PHIL 23.31

  CAS 13.07

  UAA 14.27

AY20:

   PHIL 24.39

  CAS 13.37

  UAA 14.11

AY21:

  PHIL 23.92

CAS 13.08

UAA 13.95

Data Source: UAA IR Reports, Course Reports, "Official Course Enrollment Closing." Formula: Average AY enrollment for course type = (Fall Student Seat Count + Spring Student Seat Count)/(Fall Course Count + Spring Course Count) for the relevant academic year, course level, and unit.

Recommendation 2: ***Determine the number of faculty needed to deliver the major and to deliver the service courses. If fewer service courses are required due to program discontinuations, recalculate the need.***

How do you know the recommendation has been successfully achieved? *(2000 characters or less)*

The Philosophy Department currently has five full-time tenured faculty as well as three regular adjunct instructors. This reflects roughly a 17% reduction in full-time faculty since the program review was conducted in AY20.

Our course offerings are streamlined. The department offers no courses that are not either philosophy bachelor's degree (BA) requirements, required by another degree program, or Tier 2 general education courses.

The Philosophy BA requires only 36 credits for completion. Major courses not also required by another program or for general education are few: only 12 credits in the major consist of courses in this category. These courses are offered at most once a year.

The department serves the general education curriculum in the areas of logic, philosophy, ethics, and religious studies.

The philosophy courses required by other degree programs continue to be in high demand and the department finds itself only just able to keep up with the current demand. There continues to be untapped potential for collaboration with other degree programs that would be possible with reinvestment.

Eight different philosophy courses (PHIL A101, A201, A301, A302, A303, A305, A400, A401) serve as co-requisites for 23 four-year degrees at UAA (ARTS-BA, ARTS-BFA, ATLD-BS, CIVL-BS, CMGT-BS, CSCI-BA, CSCI-BS, CSER-BS, ELEE-BS, ENSO-BA, ENSO-BS, FINA-BBA, GEOM-BS, HSLC-BS, ITLS-BA, MLSC-BS, NSCI-BS, NURG-BS, OSHL-BA, OSHL-BS, SOCI-BA, SOCI-BS, and SWRK-BSW).

This includes 14 degrees offered outside the College of Arts and Sciences (CAS) with at least one in each of the other disciplinary colleges (CBPP, CTC, COH, and COEng). The programs served by the Philosophy Department provide degrees deemed essential to the State of Alaska and include some programs recently identified for increased future investment, such as the BS in Nursing. The department is both integral and successful in serving the teaching needs of these programs and contributing to student success.

Actions taken to date *(2000 characters or less)*

Four degrees requiring PHIL A303, Environmental Ethics, or either A301, Ethics, A302, Biomedical Ethics, or A305, Professional Ethics, were in programs that are being discontinued (SOCI-BS, SOCI-BA, ENSO-BS, and ENSO-BA). At the time of the original program review, the department estimated the impact of program deletion and determined it to be negligible to non-existent.

This January the department completed its four-year course rotation, scheduling current faculty for each upcoming year. This schedule represents the department's plan to meet projected demand for co-requisite and GER courses as well as courses required to run the major.

Even prior to the pandemic, the department has made sure to diversify modality offerings for co-requisite classes. These online and hybrid course offerings have been highly praised by students and have proven essential to meeting students where they are and maintaining strong enrollment numbers.

Evidence of success to date *(2000 characters or less)*

The department submitted a reply when this recommendation was originally made by the interim dean of CAS; it detailed how very few students in programs identified for discontinuation were found to be populating the relevant courses. The department's prediction based upon this data has proven correct: there was no drop in demand for these courses associated with these discontinuations.

Demand for PHIL A303 is steady (21 students in SP19 and 23 in SP21). Demand for the other applied ethics courses--PHIL A301, A302, and A305– has remained stable during the same time period with 223 students enrolled in sections of the three courses in FA19 and 210 students in FA21.

The following shows average enrollment by student seat count for (1) the eight co-requisite philosophy courses, (2) all philosophy classes, and, for context, (3) all undergraduate classes at UAA (100-400 level).

(1) Philosophy (all classes required by other programs):

AY18 30.2

AY19 30.2

AY20 30.9

AY21 29.6

(2) Philosophy (all classes):

AY18 28.7

AY19 27.6

AY20 28.4

AY21 27.2

(3) UAA (all undergraduate classes):

AY18 17.8

AY19 17.1

AY20 16.8

AY21 16.7

(Data Source: UAA IR Reports, Course Reports, "Official Course Enrollment Closing." Formula: Average Academic Year (AY) enrollment for course type equals (Fall Student Seat Count + Spring Student Seat Count) / (Fall Course Count + Spring Course Count) for the relevant academic year, course titles, and unit.)

2. **Demonstrate the centrality of the program to the mission, needs, and purposes of the university and the college/community campus.** *(2500 characters or less)*

Mission Centrality:

Philosophy offers a quality BA central to the UAA 2025 Strategic Plan and CAS. We put students first and create a culture of equity and inclusion by embracing our diversity through AAC&U high-impact educational practices and core competencies in ethical awareness and judgment, civic engagement, group deliberation, teamwork and an understanding of ideological and cultural diversity. We are dedicated to lifting students to be productive professionals and conscientious citizens through the development of personal well-being and critical and creative thinking, values education, empathy and a variety of communication abilities. Learning experiences, e.g., the UAA Ethics Bowl, Philosophy Club, and undergraduate philosophy conferences further develop these skills. Graduates are career-ready, a majority end up in leadership positions, some enroll in prestigious graduate programs (see #4).

Alignment:

Deemed "well-aligned and worthy of enhancement" (2015, Prioritization Report), "The mission of Philosophy aligns well with the mission and strategic goals of CAS and UAA. [Philosophy] provides important programmatic support for many majors across multiple colleges and the Philosophy B.A. is an important Liberal Arts major." (2017, CAS Dean). We accelerate excellence through students' achievement of UAA's Core Learning Competencies. We streamlined our BA, decreased the number of upper-division courses offered per semester to buoy enrollments, established more efficient course rotations to bolster student graduation, strengthened its online path to degree, and recalibrated our assessment plan.

Supportive of Other Units and Workforce Development:

We are integral to the mission of the General Education Program and support Nursing and other Health Professional Programs, Engineering and Computer Science, International Studies, Applied Technology Leadership, Construction Management and Fine Art. Faculty have expertise in ethical

analysis, biomedical, professional, and environmental ethics-all essential areas of study for the workforce and civic readiness of UAA students.

Significant Partnerships and Impacts:

We are a trusted and respected community partner through long-term collaborations with local, national, and international organizations, e.g., Anchorage Municipal Board of Ethics, Providence Ethics Forum, Alaska Regional Ethics Committee, American Veterinary Medical Association.

Extramural awards:

NSF, NIH-INBRE, USDA-NIFA, NLM, Kettering Foundatio

3. **Demonstrate program quality and improvement through assessment and other indicators.**

   a. **Program Student Learning Outcomes Assessment and Improvement Process and Actions**

      i. **BA Philosophy**

      - *Identify, comprehend, analyze, and evaluate complex philosophical arguments in oral and written discourse; Understand, analyze, interpret, and apply major works in the areas of the history of philosophy, ethics, and contemporary topics.*

      Describe your key findings for these outcomes. (3000 characters or less)
      Student progress towards program learning outcomes (PSLOs) is assessed annually by evaluating term papers from the program's senior seminar, PHIL A490, using a rubric that reflects a faculty consensus on indicators of high-quality work in philosophy. The indicators are part of the rubric determining the student's grade, thus integrating assessment and instruction rather than making it an "add on." PHIL A490 instructors report quantitative data to the Program Assessment Coordinator, and share their qualitative insights at department faculty meetings.

      Assessed indicators in student work (and relevant PSLO) are:
      Clearly Stated Thesis: #2
      Sustained argument: #2
      Awareness of key concepts: #1, #2
      Insightful explanation of complex ideas: #1, #2
      Awareness of important points of scholarship: #1
      Awareness of key philosophical issues related to thesis: #1
      Critical thinking skills- raising philosophical objections: #2
      Critical thinking skills-- evaluation of reasons and objections: #2
      Cohesiveness: #2

      DATA
      Quantitative and qualitative data was gathered from PHIL A490 in Spring 20 and 21 and discussed with the instructors and program faculty.

      Indicator / Average (1-5)

Clearly Stated Thesis: 3.8
Sustained Argument: 4
Awareness Key Concepts: 4.4
Explanation: 4.3
Awareness Key Points of Scholarship: 4.4
Awareness Key Phil Ideas: 4.4
Raising Phil Objections: 3.8
Evaluation of Reasons/Objections: 3.3
Cohesiveness: 4.2

Indicators for PSLO #1: 4.4
Indicators for PSLO #2: 4

ANALYSIS

PSLO #2: Understand, analyze, interpret and apply major works in the areas of the History of Philosophy, Ethics and contemporary topics.

Students are showing particularly strong achievement in areas such as "awareness of key concepts," "awareness of key points of scholarship," and "awareness of key philosophical ideas." Program faculty conclude from this that students are progressing well in PSLO #2. This provides evidence for the effectiveness of the program's structure, which requires students to explore the history of philosophy as well as specific contemporary sub-fields.

PSLO #1: Identify, comprehend, analyze and evaluate complex philosophical arguments in oral and written discourse.

Assessed student work indicates that students in PHIL A490 have developed strong skills in identifying and comprehending philosophical arguments. Student performance was weakest in indicators such as "clearly stated thesis," "sustained argumentation," "raising philosophical objections," "evaluation of reasons/objections." These scores are based on exceptionally high demands for robust and self-reflexive argumentation in philosophy; student performance in courses, conferences, and the Ethics Bowl debate competition provide evidence that Philosophy majors have strong argumentation skills relative to the general student body. That being said, this is an area where program interventions should be used to improve student mastery of philosophical modes of argumentation.

Describe actions taken to improve student learning for these outcomes. (3000 characters or less)
Despite the disruptions created by the COVID-19 pandemic, the Department maintains a variety of curricular and co-curricular learning opportunities for students. Program faculty have also continued to adopt high impact teaching practices including the use of "Transparency in Learning and Teaching" (TILT), deliberative team work, scaffolded assignments, service learning

work (often working with community partners), promotion of undergraduate student research, consideration of diverse cultural perspectives and learning styles.

Program faculty members have adopted the assessment rubric for their courses and devoted more time to explicit instruction on the process of developing argumentation, including conducting one-on-one Zoom sessions with students at points in the writing process.

The Alaska Ethics Bowl is a debate competition that provides an opportunity for students to develop and practice their argumentative skills and their understanding of ethics. Program faculty organize, coach, conduct, and judge in this event. The 2021 winning team, with coaching from Dr. Joel Potter, placed second in the Pacific Northwest Regional Ethics Bowl, thus qualifying for the National Intercollegiate Ethics Bowl (our second such entry in the last ten years). At the National competition in February 2022, the team placed among the top eight teams, making it to the quarter finals.

The annual UAA Undergraduate Philosophy Conference offers students an opportunity to present and defend their work in a formal setting. Presenting students defend their work in a discussion with peers, program faculty, and a guest keynote speaker.

Faculty have continued to support the Philosophy Club and the various philosophical interactions it promotes. This year the club tabled at campus kick-off and Fallfest, supported the team admission to the regional ethics bowl, and organized hikes and discussion sessions with members.

Program faculty have regularly hosted weekly reading and discussion groups for students, including the 19-session Big Questions Weekly Dialogues Series, a collaboration with Student Life and Leadership, in AY21.

Program faculty agreed to create interventions aimed at improving student performance in the area of philosophical argumentation. At the instructional level, program faculty will offer more assignments aimed at improved argumentation-- especially at the 200-300 level where most student development occurs and where program majors are taking the bulk of their philosophy courses. Upcoming faculty meetings will focus on useful pedagogy in these areas. The program will also revise its assessment plan to: (1) better reflect the variety of SLO's aimed at in philosophical education (such as PPCR); (2) gauge student learning at more points in the program; and (3) make assessment a learning experience for students. The program plans to develop assessment tools to assess student progress in PSLO's at the 200 and 300 level and explore the use of e-Porfolios.

Describe evidence that these actions are working. (3000 characters or less)
Students are scoring a 4 (out of 5) in indicators related to PSLO #1 and 4.4 in indicators related to PSLO #2, meaning that students are making good to very good progress towards mastery of PSLO's. Additional evidence of learning progress comes from student academic and post-graduate success.

• The program has successfully placed students into graduate programs and law schools.

• Students have also successfully presented and defended their work at the annual undergraduate philosophy conference and student showcase.

• 34% of program students graduate with Honors (CAS=30%; UAA=27%).The winning team at this year's UAA Ethics Bowl went on to place second in the Pacific Northwest Regional Competition and among the top eight at the National Competition in 2022.

b. **Demonstrate program quality and improvement through other means, for example, maintaining specialized accreditation, using guidance from advisory boards/councils, responding to community partners and local needs, maintaining currency of the curriculum, implementing innovative program design, intentionally integrating high-impact teaching and learning practices into the program, and meeting indications of quality in distance education, such C-RAC Standards.** *(3000 characters or less)*

The program is fortunate in its ability to staff most of its courses with experts in the field. In the areas of professional ethics, biomedical ethics, environmental, animal and food ethics, logic, and the history of philosophy, courses are taught by faculty who are well published and preeminent field experts in the entire state of Alaska and beyond. Program faculty do more than stay current in their field, they are leaders on the cutting edge of their fields.

Program faculty provide strong support to STEM fields and routinely provide expertise on local, national, and international granting bodies (NIH-INBRE, NSF, Genome Canada, NIFA). They also take part in professional development training aimed at promoting student learning and student success through CAFE and professional associations and, as noted above, have implemented a variety of high impact teaching practices such as: "Transparency in Learning and Teaching" (TILT), deliberative team-work; scaffolded assignments; service learning work; (often working with community partners); promotion of undergraduate student research; and consideration of diverse cultural perspectives.

On this last point, program faculty have also diversified courses by revising course descriptions and SLO's to reflect more diverse and global philosophies, which better prepares students to live and work in the global economy. For instance, PHIL A305, Professional Ethics, PHIL A301, Ethics and PHIL A303, Environmental Ethics, all examine and apply feminist care ethics, Yup'ik ethics, and Confucianism to help student participate in ethical decision-making in a way that is reflective of the approaches and wisdom of diverse ethical traditions in our communities.

A recent NWCCU Fellowship project at UAA interviewed Alaska employers and found that teamwork, communication, critical thinking and ethical reasoning were key desired job skills. Program faculty have increased their use of team-based and project-based learning in their courses to better prepare students in these areas. The program continues to offer a variety of ethics courses, particularly in high demand areas such as professional, medical, and environmental ethics. The program's logic course remains outstanding preparation in critical thinking and philosophical argumentation.

4. **Demonstrate student success and the closing of equity gaps.**

   a. **Analyze and respond to the disaggregated data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to close any equity gaps. The Student Success program review metrics are Junior Graduation Rate, Associate Graduation Rate, Semesters to Degree – Graduate Programs, and Course Pass Rates by Course Level.** *(3000 characters or less)*

   Generally, the program has seen strong progress in promoting student achievement. Program majors are consistently finding an efficient path to degree. The Junior Graduation Rate in 2017 was 50% but was 100% by 2019 and 2020.

   In its overall courses, the program has seen increased rates of student achievement through progressively higher "Course Pass Rates" (CPR). Lower-Division CPR rose from 73.7 in 2017 to 76.2% in 2021, while Upper-Division CPR rose from 84 to 87.5% in the same time frame. It should be noted that these improvements occurred during the COVID-19 pandemic which, nationally, has created significant hurdles to student achievement.

   Students' achievement between 2017-19 improved across a wide range of demographics. For instance, in upper division courses the CPR for African American students rose from 75 to 94%, Alaska Native/American Indian students rose 61-77%, Hispanic students rose 61-81%, Native Hawaiian/Pacific Islander 43-85%, and Pell Grant recipients rose 72-88%. In lower-division courses, the CPR rose for Hispanic (61-77), Hawaiian/Pacific Islander (25-63), and First Generation (60-69) students.

   However, not all the trends were positive as the pandemic clearly took a toll on student achievement. In lower-division courses the CPR for African-American students rose from 61% (2017) to 71% (2019), only to fall to 56% by 2021. A similar pattern was seen with Alaska Native/American Indian students (50-54-44), and Asian students (74-78-65).

   While the Program expects better student success as the university and society move to a more normalized state, program faculty have taken a number of steps to close equity gaps.

   As noted above, program faculty have implemented a variety of high-impact practices that have promoted student success. The program has also continued to globalize and diversify course content to better reflect the diversity of the student population. The program works closely with the Humanities advisor in CAS to help at-risk students. Faculty also reach out to these students and make referrals to the CARE TEAM. Program faculty participate in "midterm" grading that identifies struggling students while there is still time for interventions to help them succeed in their courses.

   b. **Provide evidence of the overall success of students in the program, e.g., the percent of students who pass licensure examinations, the percent of students who go on to graduate**

school, the percent in post-graduation employment in the field or a related field. *(3000 characters or less)*

Nationally, philosophy majors perform extremely well on graduate exams such as the LSAT and GRE. At UAA, numerous philosophy graduates go on to competitive graduate and/or law school. Some recent highlights include:
Student 1 (BA 2019) Full-scholarship Duke University Law School.
Student 2 (BA 2019) Gonzaga Law School. Awarded CESA tuition scholarship through UAA's CCEL to support her research and community engagement in public deliberation. Honor for essay at UAA's Student Showcase.
Student 3 (BA 2019) T.A. award, English MA at UAF.
Student 4 (BA 2017) Five-Year Fellowship, PhD Philosophy program, University of Rochester.
Student 5 (BA 2017) Student Regent for UA Board of Regents from 2015-17. Program assistant for CIRI Foundation for three years. Currently advocates for indigenous rights and awareness in Alaska, works as a consultant, and is a member of the UAA Alumni Association Board of Directors.

5. **Demonstrate demand for the program.**

    a. **Analyze and respond to the data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to improve. The Demand program review metrics are Ratio of Out-of-Discipline Credit Hours to Total Credit Hours, Number of Program Graduates Who Continue Education, Number of Program Graduates Who Return to UAA to Pursue an Additional Program, and Gap between Job Openings and Degree Completions. (Note: Gap between Job Openings and Degree Completions not required for AY22 Program Reviews.)** *(3000 characters or less)*

    The original program review provides a comprehensive description of the demand for philosophy, which is strongest with internal constituents. In fact, we believe that there are untapped opportunities to respond to more demand for ethics from professional programs—both degree programs internal to UAA and professional organizations in the community. As detailed in the original program review, we also believe that demand for philosophy can be increased by promoting the major more effectively.

    The opportunities to provide ethics education to professional programs and associations reveals that there is a fairly high level of external demand for philosophy. As professional organizations and accrediting boards require students in health, engineering and other majors to receive ethics training, they are creating an external demand for philosophy—especially for philosophy courses in ethics, which are a large portion of the philosophy major. Because these sources of external demand are indirectly on philosophy and directly on the professional programs, it is easy to lose sight of the high level of external demand that makes philosophy a vital contributor to workforce development across several colleges. These sources of external demand in the professions are reinforced by statistics showing how well philosophy majors do across a range of graduate admission exams such as the GRE, LSAT, GMAT and MCAT. The 'Payscale' data showing comparatively high levels of compensation for philosophy majors is another indication of external demand for philosophers.

Many steps that we have taken and plan to take were described previously, including participation in preview day and increased outreach to high school students. At this point, as one of the most efficient programs in the university, it seems that we are approaching maximum capacity. We cannot simply continue to do more with fewer resources. Ability to meet increased demand will require additional resources, i.e. faculty lines. The philosophy department's high rates of efficiency in SCH production and overall contribution to the university through research and service justify an increase in resources to the philosophy department.

6. **Demonstrate program productivity and efficiency.**

   Analyze and respond to the data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to improve. The Productivity and Efficiency program review metrics are Five Year Degree and/or Certificate Awards Trend, Student Credit Hours per Full-Time Equivalent Faculty, and Full-Time Equivalent Student per Full-Time Equivalent Faculty. *(3000 characters or less)*

One of the reasons for putting philosophy in the continued review category was a concern that the elimination of other programs could reduce demand for philosophy and cause reductions in efficiency and productivity. During the years affected by the pandemic and after the original round of program review, AY21-22, the philosophy department was not only consistent in SCH production and FTE Student to FTE Faculty ratio, but was able to show modest gains in both of these categories. While we were not provided the numbers to conduct a comparative analysis, general reports of SCH production suggest that the philosophy department significantly outperformed the university average and the college average on SCH production and Student FTE/Faculty FTE ratio. So, while already a leader in terms of efficiency and productivity, the philosophy department has improved on these metrics through the pandemic.

The philosophy program's efficiency is a direct result of high demand for philosophy being met strategically. By working closely with professional programs and streamlining requirements in the major, the department has managed its curriculum and course offerings to provide programs with the combination of opportunities for their students that meet their needs with very low resource utilization. The strategic meeting of demand goes beyond enrollment management. The philosophy department collaborates extensively with professional programs to make sure the courses remain relevant while also developing and utilizing high impact pedagogies.

As mentioned above, we believe there is unmet demand and the capacity to increase demand. Additional demand means that there is the chance to increase efficiency even more. As things stand, we are set to enter AY23 with one fewer full-time faculty member since a term faculty member left mid-year for a tenure track position. This reduction will make it difficult to maintain the levels of effectiveness and productivity that are characteristic of the philosophy department, let alone give us the capacity to seek out new opportunities. (Because that faculty member was integral to the department's recent work at promoting diversity and equity, the department perceives lost opportunities in the absence of her replacement on this front as well.)

The level of efficiency and productivity achieved through the philosophy department is also evident through the department's outsized footprint when it comes to faculty leadership through shared governance and work on important university wide committees. Faculty from philosophy were highly visible in areas such as strategic planning and accreditation among many other committees and leadership roles.

Optional: Discuss the extent to which, if any, extramural funding supports students, equipment, and faculty in the program. *(2500 characters or less)*

7. **Assess program distinctiveness, as well as any duplication resulting from the existence of a similar program or programs elsewhere in the University of Alaska System. Is duplication justified, and, if so, why? How are you coordinating with UAA's community campuses and the other universities in the system?** *(2000 characters or less)*

UAA's philosophy program is the largest degree granting program of its kind in Alaska and is the center for excellence in Alaska for applied ethics and social philosophy. We positively impact communities and the world through innovation, interdisciplinary initiatives, externally funded research and creative activities and scholarship, service, and teaching related to the Arctic and its peoples.

Home to UAA's Ethics Center, the Philosophy Department provides ethics support across the state and (inter)nationally. Our faculty specialize in logic, ethics, professional and biomedical ethics, history of philosophy, philosophy of law, and philosophies of science and technology. An online path to degree, which makes philosophical study accessible widely throughout Alaska, advances student retention and increases graduation rates. Enrollment in introductory and ethics courses from students beyond the Anchorage Bowl has increased. The Senior Capstone course, "Ethics, Community and Society," is offered annually and a number of courses have Service Learning designations.

The department routinely collaborates with UAF faculty to "enhance the enrollment in upper-division courses" and have an MOA which facilitates resource sharing and degree completion by outlining equivalences between philosophy classes at both programs. Reinstated in 2019, UAF has the only other degree-granting philosophy program in the state. The two full-time faculty at UAF complement faculty at UAA in their areas of expertise, which benefits students from both schools with more robust course offerings. The UAA department also collaborates with the one faculty member at APU and at UAS.

We support the provost's efforts to deepen ties with community campuses, including administration and course sharing of philosophy offerings. As of this year, the department has begun collaborating with a professor at KPC to teach a course for our program in an area where the department currently lacks expertise.

8. **Assess the strengths of your program and propose one or two action steps to address areas that need improvement.** *(3500 characters or less)*

Strengths:

Philosophy is a small department with a big reach and deep impact: it teaches critical thinking, argumentation, self-reflection, civic awareness, and ethical responsibility to over one thousand students each year; its faculty perform critical service to the university and the public, chairing university-wide initiatives (Institutional Accreditation and the UAA 2025 Strategic Plan) and participating in ethics committees, locally and at state, national, and international levels; the department organizes popular events that showcase student excellence and bring students, alumni, and community members together. The Department plays a critical role serving the workforce needs of the state through courses that meet the programmatic needs of future engineers, teachers, surveyors, lab technicians, nurses, doctors, and scientists.

Actions steps:

Putting Students First

1. The Department will continue implementation of its newly drafted Mentorship and Advising Plan (AY22). This plan identifies goals for (i) regular communication to all majors, (ii) meeting with majors each semester, (iii) close coordination with the Humanities Advisor, and (iv) the development of career and graduation events.

2. In AY23, the Department will develop an Alumni Outreach Plan.

Embracing Diversity and Inclusion

3. In AY22, the department lost its expert in Indigenous and other non-western philosophies and religions, which also had a negative impact on gender diversity. The department needs to fill this gap and proposes that UAA consider supporting a joint appointment in this area with Alaska Native Studies.

Community Partner

4. The department is assisting with the development of a new dual credit Civics Program at South High School in Anchorage. In AY23, it will help design a course that will count for dual credit, it will provide instruction during the first year and host South High students at UAA.

5. The department will enhance its annual public-facing events (the Philosophy conference and Alaska Ethics Bowl), integrating them with other initiatives. These events are cost and labor intensive and would benefit greatly from college and university level financial and staff support.

Excellence Through Continuous Improvement

6. AY23, the department will complete revisions of its assessment plan, which will map onto new Program Student Learning Objectives developed this year. These PSLOs are designed to align with the Core Competencies for Student Learning developed for Institutional Accreditation.

Impact through Innovation

7. In AY23, the department intends to explore repackaging existing course offerings into an applied ethics certificate and minor, continue collaborating on a Medical Humanities Certificate, and explore the potential for a 1-credit course in graduate research ethics that could serve a variety of programs at UAA.

8. Many of the initiatives above can be viewed as integrated aspects of a more comprehensive action step: the revitalization and strengthening of the UAA Ethics Center.

Funding for a one-course buy-out per semester for a Director of the Center is the single-most important step for the development of the Ethics Center. In addition to supporting the related initiatives already identified, this would provide a faculty member with the time needed to form an advisory board for the center, create and advertise professional development courses, and build the center's capacity for community dialogues and public ethics consulting.

After completing the Program Section above, the program review committee chair should sign, date, and email this form to the dean, copying the committee members. If the program is fully delivered on a community campus, copy the appropriate community campus director(s).

Committee chair's signature: _____   **Date:** 3/6/2022

END OF PROGRAM SECTION

DEAN SECTION (Due on April 1)

If the program is fully delivered on one or more community campus, the dean should consult with the director(s) of the campus. After completing the Dean Section below and signing it, the dean should email this form to the committee, and to uaa.oaa@alaska.edu. If the program is delivered on a community campus, copy the appropriate community campus director(s). The program has one week to provide an optional response to the Dean Section using the Program Optional Response section of this form.

Evaluation of Progress on Previous Recommendations

> **For each recommendation from the last program review, indicate if the recommendation has been met or has not been met and provide commendations and guidance as appropriate. *(2000 characters or less for each recommendation)***
>
> ***Recommendation 1: Decrease the number of upper-division courses offered per semester in order to increase enrollment per course and also establish more efficient course rotations designed to provide students a pathway through the major. Among other things, the program should continue to collaborate with UAF to enhance the enrollment in upper-division courses.*** Recommendation has been met.
>
> The program is operating at a high level of efficiency with high enrollments in most courses. The department does this while still providing a sufficient breadth of courses at all levels.

Recommendation 2: Determine the number of faculty needed to deliver the major and to deliver the service courses. If fewer service courses are required due to program discontinuations, recalculate the need. Recommendation has been met.

The department has a sufficient number of faculty members needed to deliver the curriculum at this time.

Provide your analysis of #2-8 below, based on the data provided and the program's responses above.

1. **Centrality of the program.** *(1750 characters or less)*

   The Department of Philosophy is a cornerstone of the College of Arts and Sciences and UAA as it teaches students to be critical thinkers, to value diversity, and to act ethically. The Department offers courses in areas such as bioethics which have strong relevance to health professional programs, especially during a pandemic with new and emerging important issues.

2. **Program Quality and Improvement** *(1750 characters or less)*

   Included in the program review documents is a detailed analysis of student learning outcomes as measured in their senior seminar. The findings show a high level of achievement in these students in understanding philosophical arguments. The report notes that improvements could be made in students' ability in sustained argumentation, for example. Student performance in events such as the national Ethics Bowl, give evidence of the fact that students do have strong argumentation skills.

3. **Student Success and the Closing of Equity Gaps** *(1750 characters or less)*

   The Department includes a thoughtful analysis of student success and notes a 100% junior graduation rate. They have started an Outreach, Advising, and Mentoring Plan, have improved communications with majors and minors, and work collaboratively with the academic advisor to support students and help them succeed.

   The high impact practices give students the chance to participate in activities outside of the classroom and have been shown to increase retention and graduation rates. These activities include the UAA Ethics Bowl, Philosophy Club, and undergraduate philosophy conferences.

4. **Demand** *(1750 characters or less)*

   The Philosophy Department offers courses for a wide range of majors, indeed their courses are required for 14 degrees outside of CAS. Additionally, their classes are routinely at or near capacity.

5. **Productivity and Efficiency** *(1750 characters or less)*

   Changes to the curriculum, strategic course rotations, streamlining requirements for the major, and a four year course schedule have all contributed to the efficiency of the philosophy program while also meeting student demands. The faculty in the program make sure courses are relevant and employ high impact practices, thus providing courses that are sought out by students.

6. **Duplication and Distinctiveness** *(1750 characters or less)*

   The Philosophy program at UAA is the largest in Alaska. The faculty have a wide variety of expertise in areas including logic, ethics, professional and biomedical ethics, history of philosophy, philosophy

of law, and philosophies of science and technology. Additionally, the faculty are well-known scholars who are a resource for local organizations. The Philosophy degree is available online, making the degree available throughout Alaska.

7. **Strengths and Ideas for Moving Forward** *(1750 characters or less)*

One of the biggest strengths of the philosophy program is the wide variety of courses that appeal to and are relevant to students across the University. The faculty have also developed courses so that the degree is available on-line and available to students across the state. Additionally, the philosophy program teaches our students how to think critically, be civically minded, and live ethically.

Dean's Final Evaluation

I commend the program for: *(number and list the specific commendations in the narrative box, 1500 character limit)*

I commend the program for its multifaceted approach to education and for providing rich and rewarding experiences for students. The philosophy faculty are engaging and the philosophy majors are high achieving, as evidenced, by example, UAA's standing in the national Ethics Bowl. I also appreciate the work the faculty have done in regards to outreach and work with community and K-12 partners.

I recommend that the program: *(number and list the specific recommendations in the narrative box, 1500 character limit)*

The Department lists many action steps to increase student success and engagement. I applaud them for the multitude of ideas and encourage them to pursue these avenues. As they think of ways to revitalize and strengthen the UAA Ethics Center, I ask that they consider ways in which the Center could be externally funded. The Department mentions that there are "many opportunities to provide ethics education to professional programs and associations." The Department might also consider developing non-credit fee-based courses for these external constituents.

Dean's overall recommendation to the provost: Continuation -- Program is successfully serving its students and meeting its mission and goals. No immediate changes necessary, other than regular, ongoing program improvements.

> **If an Interim Progress Report is proposed, recommended year:** Select N/A or Academic Year.
>
> **If a Follow-up Program Review is proposed, recommended year:** Select N/A or Academic Year.
>
> **Proposed next regular Program Review:** AY2028

After completing the Dean Section above, sign, date, and email this form to the committee, and to uaa.oaa@alaska.edu. If the program is fully delivered on a community campus, copy the appropriate

community campus director(s). The program has one week to provide an optional response to the Dean Section using the Program Optional Response section below.

Dean's signature: **Date:** 4/1/2022

PROGRAM OPTIONAL RESPONSE (Due within one week of receiving dean's review)

Programs have the option to submit to the provost a response to the dean's evaluation within one week of receiving the dean's review, using the narrative box below.

Optional responses should be submitted to uaa.oaa@alaska.edu, with a copy to the dean. If the program is fully delivered on a community campus, copy the appropriate community campus director(s) as well.

Optional Response: (10,000 characters or less)

I wish to express my appreciation to Dean McNulty for her evaluation and feedback on our program. We are proud of the work we do and excited about new opportunities for growth and improvement in the coming years. In the next year, the department plans to explore a variety of funding models for the Ethics Center. We will also look into the possibility of offering non-credit fee-based courses in professional ethics through the Center.

Program Signature: **Date:** 4/8/2022

PROVOST SECTION (Due on August 1)

After completing, signing, and dating the Provost Section of this form, email the completed form to the program review committee and dean, with a copy to uaa.oaa@alaska.edu for posting. If the program is delivered on a community campus, copy the appropriate community campus director(s) as well.

Provost's commendations, additional or adjusted recommendations, if any, and other general comments *(3000 characters or less)***:**

I agree with the dean's commendations and recognize the faculty's considerable efforts to be proactive and action-oriented in addressing the current recommendations and beyond. These efforts are wide-ranging, from curricular changes to pedagogical best-practices, course planning, advising and mentoring, community engagement, integration of co- and extra-curricular activities, and collaboration across the UAA campuses and across the UA System, to name just some. Of particular note, among many notable achievements, is that the program can be delivered both in-person and online, that the program is proactively thinking about alignment with UAA's new core student learning competencies, and that the program is implementing an innovative dual enrollment program with the Anchorage School District. Also of note is the 100% junior graduation rate, a testament to the faculty's approach to mentoring and guiding students through the degree.

While I wish to acknowledge that the program is hoping for university resources to fund a director position for the Ethics Center, I agree with the dean's recommendations, including the recommendation relative to the UAA Ethics Center, and ask the program to work with the college to explore external funding opportunities to support the Center's needs.

Moving forward, I am asking programs to think about how they put students first by looking carefully at issues such as pre-requisites, especially "hidden" pre-requisites, excess credits, especially for additional upper-division or in-residence credits beyond the university requirements, and student progression through the curriculum. I am also asking faculty to think about what it means to embrace diversity and inclusivity on the course and program level and about how they demonstrate this in their particular program(s). For example, some ways to demonstrate this are through the use of proven, high-impact practices at the program level such as portfolios, community-based/service learning, and undergraduate research. Proven pedagogic strategies also include designing assignments using Transparency in Learning and Teaching (TILT), the inclusion of formative assessments in addition to summative ones, and implementing OER and ZTC materials, particularly where course materials can be more reflective of diverse perspectives.

I am pleased to observe that the Philosophy faculty are implementing many of the above. As the program moves into the next review cycle, please consider how the program can build on its efforts and use what it has learned through this Program Review process to further reflect on the program, its curricular design, how each course is delivered, and how its students are supported. Please also consider how the program continues to embrace and demonstrate its commitment to diversity and inclusion, as outlined above.

This Follow-up Program Review completes the current cycle of Program Review for the BA in Philosophy, with a final decision of Continuation, as put forward by the dean. I am extending the proposed next Program Review date to AY29, the maximum number of years out, in acknowledgement of the extensive work already done and the concrete action plan for moving forward.

Final decision: Agree with the dean's overall recommendation with the additional guidance and adjustments as per the above comments.

Provost's signature: _Denise K. Runge_   **Date:** 5/4/2022