

# Philosophy - Bachelor of Arts - Full Review & SLOA

Current Compliance Year: 2023-2024

Full review

## Recent Recommendations

Feedback will include recommendations from the last Expedited Review or from your most recent review by your school or college. You may not see any feedback or recommendations until you have completed your first full or mid-cycle review.

### Response to Previous Recommendations (if any):

We are working with SOTL to increase our success rate on our most historically significant-feeding courses. This should increase enrollment and graduation numbers, as well as persistence (a number of our courses have been identified as gateway courses).  
We are also consolidating and making more efficient the Philosophy Consortium with UAA.  
All-in-all, we are continuing work in what Chancellor White commended about our program during the last review: "I intend to recommend that this program continue as currently offered because of the extensive work that program faculty have done in working across the universities to allow UAF students to receive a B.A. in philosophy."

## Student Learning Outcomes

The previous Student Learning Outcomes Assessment has been submitted as its own report. Going forward you will use the following prompts to discuss the success of your most recent SLOA plan and address your assessment activities since your last SLOA report (typically the past two years or since your last program review).

**Learning outcomes feedback from last review:** Feedback and recommendations may not appear until after your first full or mid-cycle review.

Requires Minor Revision

### Discuss your SLOA findings, changes you are making and what you hope to see as a result:

We are executing our SLOA assessment starting Spring 2024. We discovered one challenge of implementing our assessment plan is that many of our majors only become so after having already taken our gateway courses. We are open to suggestions for how to assess our SLOAs given that the students will have already had at least a semester of Philosophy prior to the "entrance" questionnaire. Although both oral and written communication are an essential component of all of our upper-level courses, the Communication Outcomes were not embedded in our Plan. We are revising the plan to make explicit what already happens in our courses.

**Discuss the curricular changes made based on assessing your SLO. If you haven't made any curricular changes, please explain why not and address what you did notice in the review, including strengths of your curriculum through the assessment of your outcomes:**

The two most significant curricular changes were the formation of the Alaska Philosophy Consortium (expanding our course offering variety and accessibility statewide) and the development and implementation of compressed, late-start, major-feeder and gateway courses to better accommodate student demand.

### Are communication outcomes embedded in the SLOA Plan?

As of 2017 all Baccalaureate programs were required to embed the communication outcomes within their SLOA Plans, this is optional for non-Baccalaureate programs.

|              |
|--------------|
| Not Embedded |
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## Student Success

To access the Student Success Dashboard please sign into a UA computer with VPN connection (if not on campus). You will need your UA credentials and it is best accessed with the most updated version of Chrome, Edge, Firefox or Safari browsers; Internet Explorer is not supported. You will need to filter the data to see your programs. If you need assistance in finding the data for your programs, please contact your data liaison or [Julia Manfredini](#) in the PAIR office.

### Data Liaisons

Each school or college has a team of Data Liaisons to help you analyze the data provided in the portal and may be able to help you see your data in multiple contexts. You can find a list of data liaisons on the resources page for Program Review.

The college or school level committee will also have access to this data with the goal that by providing these visualizations data availability will be increased.

Data supplied within the dashboard linked below is intended for Academic Program Review and not for any other purpose.

### [Student Success Data Dashboard](#)

**Previous Feedback:** Feedback and recommendations may not appear until after your first full or mid-cycle review.

### Student Success Data Trends:

|                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------|
| No change in majors, Increase in degrees awarded, No change in SCH, Decline in persistence, Increase in pass rates |
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**If equity gaps were found in any of your disaggregated student success data, please explain how you plan to address those gaps. Please contact your data liaison or make an appointment with [Julia Manfredini](#) to learn more about analyzing your data.**

|                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| We note that the equity PAIR data is contradictory. For instance, on one table, we excel in over-representing [REDACTED] students. Additionally, one table indicates we have [REDACTED] students, while another (reinforced by our actual experience with students) indicates we do teach a number of [REDACTED] students. |
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### Optional Data Explanation

Feel free to share more of your thoughts on the data provided.

## High Impact Practices

According to the AAC&U, High-Impact Educational Practices “have been widely tested and have been shown to be beneficial to college students from many backgrounds.” UAF is particularly interested in Undergraduate Research and/or Scholarly Activity because it is one of our mission

fulfillment indicators, but all of these researched High-Impact Educational Practices should be reflected in your program's student learning outcomes and curriculum.

**Previous Feedback:** Feedback and recommendations may not appear until after your first full or mid-cycle review.

### **High-Impact Practices Used in this Program**

Please use the following fields to discuss how your program is using the high-impact practices, successes and known issues and solutions, or ways you are considering incorporating them in the future. If you are not using any of the high-impact practices listed, please use the "Other or None of These," field to share what your program is doing to help students be successful.

#### **High Impact Practices that currently apply to your program:**

|                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------|
| Capstone Courses and Projects, Diversity/Global Learning, "Service Learning, Community-based Learning", Writing-Intensive Courses |
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#### **Collaborative Assignments & Projects**

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| N/A |
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#### **Undergraduate Research**

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| N/A |
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#### **Diversity/Global Learning**

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| The nature of Philosophy as a discipline requires diverse and global pedagogical practices and content learning. |
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#### **ePortfolios**

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| N/A |
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#### **First Year-Seminars & Experiences**

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| We have previously proposed first-year experience courses, but those proposals were rejected. |
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#### **Writing-Intensive Courses**

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| All of our upper-division courses are writing intensive as an essential component of the discipline, following the best practices of the discipline since its inception. |
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#### **Service-Learning and/or Community-based Learning**

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| We consider ourselves a primarily service-oriented program (e.g. courses in ethical theory and applied ethics, philosophy of science, basic reasoning and argumentation, history & philosophy of biology). |
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#### **Internships**

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|-----|
| N/A |
|-----|

#### **Capstone Courses & Projects**

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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The capstone for the Philosophy B.A. is our upper-division course concerning current trends and best-practices within Philosophy, and how they connect to other disciplines. |
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### Other or None of these (explain)

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## Program Profile and Financial Data

The program review elements in this section usually stay consistent for departments. Any responses you provide will be saved for your next visit. So, when it's time for the next program submission, your previous narrative profile answers will be here, ready for editing. You can then decide if any updates are necessary, based on your needs for the next program review cycle.

### Financial Data Resources

The Board of Regents shapes program review, through BOR Policy 10.06, to support budget increase advocacy in the state legislature. The standardized financial data template should be analyzed with your data liaison to assess your program's capacity and resource status.

*To keep integrity and remain standard across all of UAF it is very important that you do not provide any additional or alternative data.*

### Financial Template

Your data liaison may have uploaded your template to the Google folder for this program, or you may do so now.

**Previous Feedback:** Feedback and recommendations may not appear until after your first full or mid-cycle review.

### Cost Effectiveness

How does your department/program approach being cost effective?

|                                                                                                                                                                                                                                                                                                                                                                                |
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| With only two faculty, both of whom primarily teach both inside and outside service courses, we believe we are one of the most financially effective programs. Our effectiveness is also reflected by the very small difference between our costs and the revenue we produce. Additionally, this is also accompanied by the stability of the numbers across the review period. |
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### Program's Value to Mission

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| Philosophy is essential to the mission of our university. We are the only program whose disciplinary purview deals with the substance and nature of critical and ethical thinking that are at the core of the university's mission. We are also the only program whose disciplinary competence teaches the breadth of knowledge required for any PhD granting institution (as opposed to other types of doctorates). |
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### Duplicative Programs

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| While Philosophy exists at UAA, both programs have coordinated their offerings and curricular focus to ensure that they avoid duplication. |
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### Community or Other Partnerships

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| The department has essential ties to Biology & Wildlife; Ancient, Medieval, and Early Modern Studies; and Women, Gender, and Sexuality Studies. We have also collaborated with community religious institutions through organizing debates and lecture series. |
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### **Value of Service Courses (Optional)**

The department has essential ties to Biology & Wildlife; Ancient, Medieval, and Early Modern Studies; and Women, Gender, and Sexuality Studies. We have also collaborated with community religious institutions through organizing debates and lecture series.

### **Post-Graduate Success**

Many of our students go on to pursue advanced degrees in philosophy, law, medicine, and the intelligence service.

In addition, several of our majors and minors are either double-majors, pursue double-degrees, or major in fields outside of Philosophy. As colleagues from other disciplines have informed us, the philosophical training they receive through our program allows them to stand out from their peers in their multidisciplinary performance.

## **Submission**

### **Submitter & Collaborator Names**

Eduardo Wilner  
Seth Jones

## College or School Review Committee

The college or school committees set the tone for helping each program feel seen during this process. We have provided you with strength-based feedback tags to attach to this program review. Please select as many as applicable.

### Overall Recommendations

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### Explanation of Recommendations

Our committee chose not to apply any recommendation tags for the Philosophy B.A. review. Although the program is small, it has a wide reach throughout the university. The number of SCH for service courses is double the SCH for majors. The program currently has seven majors, down from eleven in 2021. Due to the small numbers, these and other program-related data are difficult to interpret.

The department states that “many of [their] students go on to pursue advanced degrees in philosophy, law, medicine, and intelligence services,” but the report does not provide more specific data or explain what data the statement is based on. The data portal also does not indicate how many of the philosophy majors are double majors. Similarly, the program reports collaborations with other programs at UAF and with local religious organizations, but does not provide further details.

The program delivers its curriculum with less than two full-time faculty members, but in collaboration with other philosophy departments in the UA system. Operating with such few faculty makes the program cost effective, but also limits the growth of the program. Therefore, the committee cannot recommend that the program increase enrollment or majors—it already seems to operate at full capacity.

It is difficult to comment on other aspects of the program since very little information was provided.

We do recommend that the program faculty revise their SLOA plan to better capture what students are learning across the curriculum. We also recommend that they provide their data and previous feedback at their next review.

### Student Learning Outcomes Assessment Feedback (tags)

|                          |
|--------------------------|
| Missing a direct measure |
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### Student Learning Outcomes Assessment Feedback (narrative)

The program provided the SLOA for the years under review, as well as an updated plan (starting in fall 2024). The program did not provide any outcomes assessment data or report. The program did report on changes made for course offerings through the Alaska Philosophy Consortium, presumably a collaboration with UAA and UAS.

The original SLOA plan was designed to collect data on learning outcomes for students in lower level courses and for students completing a senior thesis. It was not clear if the same test attached to the SLOA plan is given to students in all (or several) courses (i.e., if students take the test several times in different courses). The new SLOA plan includes some assessment of upper-level courses, but does not specify what actual measures of learning would be utilized. The plan only states that instructors would provide feedback on writing assignments. We recommend the program include direct indicators of learning in those courses.

### Profile Feedback

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| Collaborative with other UA programs,"Strong service teaching component (GER, other disciplines, etc)" |
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## Financial Feedback

Operates at Low Cost

## Student Success & Equity Feedback

As noted above, many of the statistics provided are difficult to interpret due to the small number of majors. This includes # of majors, degrees awarded, average annual SCH load, and graduation-informed persistence. With between 7 and 11 majors, one student can indicate a significant shift in a particular indicator. It is also not possible to identify equity gaps for such a small number of students. As mentioned above, philosophy majors seem to skew more [REDACTED] and [REDACTED]. The department might consider how the program could attract a more diverse student body. Average course pass rates are calculated based on overall enrollment in philosophy courses, representing 244 students attempting a philosophy course in 2023, for example. Pass rates have increased by about 5% since 2019.

## High-Impact Practices Feedback

The program tagged four high-impact practices. However, based on what the program reports, it seems that their practice involves mainly two of those: Writing intensive courses and a capstone project. No specifics were provided for how students learn about diversity and global issues. There might have been a misunderstanding of what is meant by service learning and community-based learning.

## Dean's Review Feedback

I agree with the committee's careful and thoughtful review of the Philosophy BA program. Given that students may seek law degrees, the department should be aware of, and involved with the process underway to develop articulations between UAF and diverse law schools. The Philosophy program is still rebounding and rebuilding after being suspended. It is expected that numbers of students and majors will increase with time. I recommend department faculty work closely with our PIO Officers to facilitate advertising and recruitment for the program, specific courses, and outreach activities. It's great to see that gateway course pass rates are increasing! Thank you so much!!!

## Vice Provost Feedback

SLOAs - Provided 4 SLOs; the program might consider revising the SLOs to include more "action" word (<https://tips.uark.edu/blooms-taxonomy-verb-chart/>) Need to address closing the loop and continuous improvement.

HIP Provide overview of these practices could have used more detail for each practice with specific examples No clear if these are required for all students or if students can choose from group of options Frequency of these opportunities Where in the program/which classes Required or optional What proportion of student involved?

**UNIVERSITY OF ALASKA  
FAIRBANKS**  
**Student Learning Outcomes  
Assessment Plan Department of  
Philosophy and Humanities**  
College of Liberal Arts

| Expanded Statement of Institutional Purpose                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <p><b>MISSION STATEMENT:</b></p> <p>Philosophy is the only discipline that teaches the elemental critical and ethical thinking skills that are crucial and fundamental to our University's mission. Philosophy is a discipline that allows our students to become rigorous, ethical, and original thinkers in whichever field or practice they eventually choose as their own.</p> <p><b>GOAL STATEMENT:</b></p> <p><b>Goal 1 -- Content.</b> The understanding of historically important philosophical positions.</p> <p><b>Goal 2 -- Values.</b> The cultivation of the set of values, attitudes, and habits of mind that will translate into intellectual rigor, humility, and the skills to discern the complexity behind most issues.</p> <p><b>Goal 3 -- Skills.</b> The engendering of critical thinking rigor within and outside the classroom through the development of effective written and verbal communication.</p> |

| Intended Objectives/ Outcomes                                      | Assessment Criteria and Procedures                                                                                                                                                                                                                                  | Implementation (what, when, who)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ability to identify and critically analyze arguments (Goals 2 & 3) | <p><b>Direct Tools</b></p> <ul style="list-style-type: none"> <li>a. Administration of questions that will test students' ability to analyze arguments and apply the tools of formal and informal logic</li> <li>b. Completion of (optional) B.A. Thesis</li> </ul> | <p><b>Direct Tools</b></p> <ul style="list-style-type: none"> <li>a. Test (see Outcomes Assessment Questionnaire below) will be administered by instructors in select 100, 200, and upper level classes, both at the beginning and end of the semester. Data will be collected and compiled to compare the answer rates at the different levels</li> <li>b. Theses will be assessed by faculty members using a rubric that assesses the thesis according to their ability to identify and critically analyze arguments (Goals 2 &amp; 3). Data will be collected and compiled for each completed B.A. Thesis.</li> </ul> |



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|--------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Ability to express difficult philosophical concepts and arguments through written and verbal forms (Goal 3)</p> | <p><b>Direct Tools</b></p> <ul style="list-style-type: none"> <li>a. Philosophical courses necessarily involve significant written and verbal communication as part of the normal engagement with the curricula. Communication outcomes are assessed as a product of student success in such courses.</li> <li>b. Completion of (optional) B.A. Thesis</li> </ul> | <ul style="list-style-type: none"> <li>a. Instructors within specific upper-division courses will assign written work and will provide feedback on such work that directs students on how to improve the effectiveness of their written presentation. Individual courses will also contain a discussion-based component that allows students to practice presentation of critical thinking in verbal communication.</li> <li>b. Theses will be assessed by faculty members using a rubric that assesses the thesis according to their ability to express ideas clearly and concisely (Goal 3). Data will be collected and compiled for each completed B.A. Thesis.</li> </ul> |
| <p>Ability to identify and define key philosophical positions (Goal 1)</p>                                         | <p><b>Direct Tools</b></p> <ul style="list-style-type: none"> <li>a. Administration of questions that will test students' familiarity with and understanding of prominent philosophical positions within the history of philosophy</li> <li>b. Completion of (optional) B.A. Thesis</li> </ul>                                                                    | <p><b>Direct Tools</b></p> <ul style="list-style-type: none"> <li>a. Test (see Outcomes Assessment Questionnaire below) will be administered by instructors in select 100, 200, and upper level classes, both at the beginning and end of the semester. Data will be collected and compiled to compare the answer rates at the different levels</li> <li>b. Theses will be assessed by faculty members using a rubric that assesses the thesis according to their ability to identify and define key philosophical positions (Goal 1). Data will be collected and compiled for each completed B.A. Thesis.</li> </ul>                                                         |

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|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Ability to identify and apply philosophical positions to contemporary issues (Goals 1; 2; &amp; 3)</p> | <p><b>Direct Tools</b></p> <ul style="list-style-type: none"> <li>a. Administration of questions that will test students' awareness of issues and ability to apply philosophical positions to contemporary issues</li> <li>b. Completion of (optional) B.A. Thesis</li> </ul> | <p><b>Direct Tools</b></p> <ul style="list-style-type: none"> <li>a. Test (see Outcomes Assessment Questionnaire below) will be administered by instructors in select 100, 200, and upper level classes, both at the beginning and end of the semester. Data will be collected and compiled to compare the answer rates at the different levels</li> <li>b. Theses will be assessed by faculty members using a rubric that assesses the thesis according to their ability to identify and define key philosophical positions (Goal 1). Data will be collected and compiled for each completed B.A. Thesis.</li> </ul> |
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### Outcomes Assessment Questionnaire Rationale

As the table above illustrates, our Program's goals could be more or less divided as follows:

**Goal 1 -- Content.** The understanding of historically important philosophical positions.

**Goal 2 -- Values.** The cultivation of the set of values, attitudes, and habits of mind that will translate into intellectual rigor, openness, humility, and the development of the skills to discern the complexity behind most issues.

**Goal 3 -- Skills.** The engendering of critical thinking rigor within and outside the classroom.

The **Outcomes Assessment Questionnaire** below is a set of questions that were designed to track our students' achievements regarding these three programmatic goals. Even though, in an important sense, every question could be seen as a test for all three goals combined, we have identified the goal/s that the question was specifically designed to test by adding the letter "G" followed by the goal number (these goal identifiers will not appear in the Questionnaire presented to the students).

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### OUTCOMES ASSESSMENT QUESTIONNAIRE

**Name:**

**Declared Major (& Minor – if any):**

**Course:**

**Semester & Year:**

**Please circle the correct answer (please choose only one answer).**

**QUESTION 1 (G3).** In an induction, “sample size” refers to:

- A. A conclusion that has the greater degree of universality.
- B. The relationship between the size of the premises’ set and the size of the conclusion’s set.
- C. How randomly the premises were picked.

**QUESTION 2 (G3).** In an induction, we say that the premises set is “representative” we mean:

- A. That, if you were to close your eyes, chances are you’d pick up pretty much the same series of items from the premises’ set, or the conclusion set.
- B. That, chances are, the items in your sample are likely to be also found in the conclusion.
- C. That, chances are, if you were to close your eyes, you’ll get the same kind of item when you pick at different locations in the premises’ set.

**QUESTION 3 (G3).** A valid deduction is one in which:

- A. The conclusion has the greatest degree of plausibility.
- B. The conclusion cannot violate the rules and symbols in the premises.
- C. The conclusion must be true.

**QUESTION 4 (G3).** In a sound deduction:

- A. The conclusion must be true because the premises are true.
- B. The conclusion is most likely to be true.
- C. The conclusion is most plausible.

**QUESTION 5 (G3).** When one infers to the best explanation (that is, when one performs an *abduction*):

- A. The best explanation is the one that makes the most sense out of the set of available ones.
- B. The set of established theories determines whether or not there is a best explanation for the problem in question.
- C. The best explanation is that which is accepted by most people.

**QUESTION 6 (G3).** If you read the conclusion that “three in four Americans believe in the paranormal,” you would assess this claim using the criteria to assess an:

- A. Inductive maneuver.
- B. Deductive maneuver.
- C. Abductive maneuver.

**QUESTION 7 (G2).** Which of the following claims is most likely to figure into a utilitarian argument against laws requiring all bicyclists to wear helmets?

- A. Forcing people to wear helmets violates cyclists’ absolute right to self-determination.
- B. Increased cycling benefits society as a whole through decreased pollution and decreased costs associated with obesity, while evidence shows that forcing people to wear helmets leads to fewer people riding bicycles.
- C. Government regulations should be limited to restricting activities that violate other people’s natural rights, while bicyclists riding without helmets risk harming only themselves.
- D. Helmet laws are punitive and degrading to cyclists.

**Read the following quote:**

*“Actions, then, are called just and temperate when they are such as the just or the temperate man would do; but it is not the man who does these that is just and temperate, but the man who also does them as just and temperate men do them. It is well said, then, that it is by doing just acts that the just man is produced, and by doing temperate acts the temperate man; without doing these no one would even have a prospect of becoming good.”*

**QUESTION 8 (G2, G1).** This argument comes from which philosopher?

- A. Aristotle
- B. Hume
- C. Kant
- D. Mill

**QUESTION 9 (G2, G1).** The above quote is used in developing which type of ethical theory?

- A. Deontological
- B. Utilitarian
- C. Egoistic
- D. Virtue Ethical

**QUESTION 10 (G2, G1).** Which point is the author supporting with the above quote?

- A. That what matters is how people act, not what their intentions or motivations are.
- B. That people have a duty to be just and temperate.
- C. That to become good, it is not enough to just study what philosophers say about goodness.
- D. That just and temperate acts, when done correctly, will make people happy.

**QUESTION 11 (G2, G1).** *"The great and chief end of men uniting into commonwealths and putting themselves under government, is the preservation of their property."* In this passage:

- A. Hobbes explains the creation of the "Leviathan."
- B. Plato describes the primary duty of government.
- C. Rousseau discusses the origin of the general will.

D. Locke describes the purpose of creating societies.

**QUESTION 12 (G2; G1).** *“When we reason a priori, and consider merely any object or cause, as it appears to the mind, independent of all observation, it never could suggest to us the notion of any distinct object, such as its effect; much less, show us the inseparable and inviolable connexion between them.”* In this passage:

- A. Hume argues against the idea that knowledge about effects can be derived or inferred prior to experience from knowledge about causes.
- B. Kant explains the limits of our knowledge about the world outside of our experience.
- C. Hobbes argues that knowledge of causality is gained solely through experience.
- D. Descartes discusses the limits of pure reasoning.

**QUESTION 13 (G1).** Descartes brings gods and demons into his Meditations in order to:

- A. Question the existence of God.
- B. Appease the Inquisition’s authorities.
- C. To question the most basic rules of thinking.

**QUESTION 14 (G1).** In Plato’s Allegory of the Cave, the outside stands for:

- A. The heaven for those who think critically.
- B. The realm where true perceptions lie.
- C. The realm where the unchanging lies.

**QUESTION 15 (G1).** In Plato’s Allegory of the Cave, the puppeteers stand for:

- A. The expressions of the forms.
- B. The objects that cause our perceptions.
- C. The prisoners’ dubitable perceptions.

| Fiscal Report for CLA Philosophy Department        |        |        |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------------------|--------|--------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                    | FY2021 | FY2022 | FY2023 | Definitions for the compiling staff                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Definitions for the programs and reviewing committees                                                                                                                                                                                                                                                                                                                                                                                     |
| Total Student Credit Hours (SCH)                   | 768    | 600    | 732    | Provided in SCH tab in the student success data provided by PAIR.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Service SCH                                        | 93     | 66     | 75     | Sum rows labeled as "In unit, outside department, Service" and "Outside unit, Service" in the SCH tab of the data provided by PAIR.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Department FTEs                                    | 1.88   | 1.66   | 1.68   | FTE = Full-time equivalent employee. Use the worksheet below to calculate for each employee type, and then use the total from row 31 here.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Total SCH per Department FTE                       | 410    | 362    | 437    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Service SCH per Department FTE                     | 50     | 40     | 45     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Majors in Programs                                 | 11     | 9      | 7      | Sum for all programs from the Majors Total tab in the data provided by PAIR.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Department FTEs                                    | 1.88   | 1.66   | 1.68   | From row 31 below or row 5 above                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Majors per Department FTE                          | 5.87   | 5.44   | 4.18   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Total Unrestricted Expenditures                    | \$     |        |        | Total Expenditures made from budgets with an F1 or F7 fund type designation, from provided cycle report data filtered by Data Liasion                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Total Restricted Expenditures                      | \$     |        |        | Total Expenditures made from budgets with revenue of the F2 or S2 fund type designation, from provided cycle report data filtered by Data Liasion                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Total Unit/Central Support Allocated to Program(s) | \$     |        |        | Expenses incurred for direct support of department instruction within orgs identified as central or academic support, if applicable                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Tuition Revenue                                    | \$     |        |        | Receipts to college from tuition generated by the department/program (F1). NOTE: under the current 80/20 percent tuition distribution model generating units receive 80%. PLEASE USE PAIR REPORTED SCH TO REPLACE ZEROES IN CELL CALCULATIONS.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Receipts to college from tuition generated by the department/program, based on the campus's active tuition distribution model, which determines how much the unit receives of their generated tuition, and how much the campus keeps (in addition to the out-of-state surcharges) to support central offices/functions. The current distribution model is 80/20, where the unit/college receives 80% of their generated in-state tuition. |
| State Appropriation Revenue                        | \$     |        |        | Appropriations for current funds operation of the university from the general fund of the State of Alaska through the annual budget cycle. This category also includes TVEP and State Mental Health Trust funds, if allocated to the department. (F1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Appropriations for current funds operation of the university from the general fund of the State of Alaska through the annual budget cycle.                                                                                                                                                                                                                                                                                                |
| Restricted/Sponsored Project Revenue               | \$     |        |        | Revenue from external sponsors; includes grants, contracts, sponsored projects & restricted (grant) accounts funded by UA Foundation funds (F2/S2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Revenue from external sponsors; includes grants, contracts, sponsored projects & restricted (grant) accounts funded by UA Foundation funds                                                                                                                                                                                                                                                                                                |
| Fees                                               | \$     |        |        | Course Fees (9159)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Other UA Receipts/Revenue                          | \$     |        |        | e.g. Performance and Sales Receipts, Space Rental Revenue, Indirect Cost Recovery (F1/F7); NOTE: COURSE FEES (9159) REPORTED ABOVE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Workload allocation: Teaching Units                | 45     | 36     | 37     | Department facultys' workload units assigned to teaching                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Workload allocation: Research Units                | 7      | 14     | 11     | Department facultys' workload units assigned to research                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Workload allocation: Service Units                 | 8      | 10     | 12     | Department facultys' workload units assigned to service                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Full-time Equivalent Worksheet**                   | FY2021 | FY2022 | FY2023 | <b>Base assumption: 12-month full-time = 1.0 FTE. 9-month = 0.75 FTE.</b> Split appointments are multiplied by the % of effort assigned to this department. Part-time are multiplied by the % of effort assigned. F9 faculty on sabbatical count as 67% of one 9-month 0.75 FTE (or 0.50 FTE).<br><b>Base assumption: 40 units/credits = 1.0 FTE.</b> Total # of credits taught by adjuncts in a year divided by 40 = the FTE of adjuncts in that year.<br><b>Base assumption: 12-month full-time = 1.0 FTE. 9-month = 0.75 FTE.</b> Split appointments are multiplied by the % of effort assigned to this department. Part-time are multiplied by the % of effort.<br><b>Base assumption: 40 hours/week for 12 months = 1.0 FTE. 9-month = 0.75 FTE.</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Faculty FTEs                                       | 1.80   | 1.65   | 1.65   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Adjunct FTEs                                       | 0      | 0      | 0      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Staff FTEs                                         | 0.075  | 0.005  | 0.026  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Graduate TA/RA FTEs                                | 0      | 0      | 0      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Total Departmental FTEs                            | 1.88   | 1.66   | 1.68   | Sum of all employee FTEs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                           |

\*\*Note: FTE definitions and calculations for the purpose of Academic Program Review are different than for other institutional reporting processes (e.g. OMB or IPEDS reporting)