



October 31, 2018

Daniel A. Reed  
Senior Vice President for Academic Affairs  
205 Park Bldg.  
Campus

RE: Graduate Council Review  
Department of Philosophy

*Ruth Watkins*  
11-12-18

Dear Vice President Reed:

Enclosed is the Graduate Council's review of the Department of Philosophy. Included in this review packet are the report prepared by the Graduate Council, the Department Profile, and the Memorandum of Understanding resulting from the review wrap-up meeting.

After your approval, please forward this packet to President Ruth Watkins for her review. It will then be sent to the Academic Senate to be placed on the information calendar for the next Senate meeting.

Sincerely,

David B. Kieda  
Dean, The Graduate School

Encl.

XC: Matthew H. Haber, Chair, Department of Philosophy  
Stuart K. Culver, Dean, College of Humanities

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The Graduate School - The University of Utah

GRADUATE COUNCIL REPORT TO THE SENIOR VICE PRESIDENT  
FOR ACADEMIC AFFAIRS AND THE ACADEMIC SENATE

*April 30, 2018*

The Graduate Council has completed its review of the **Department of Philosophy**. The External Review Committee included:

Judith Lichtenberg, PhD  
Professor, Department of Philosophy  
Georgetown University

Geoffrey Sayre-McCord, PhD  
Morehead-Cain Distinguished Professor  
Department of Philosophy  
University of North Carolina at Chapel Hill

Michael Strevens, PhD  
Professor, Department of Philosophy  
New York University

The Internal Review Committee of the University of Utah included:

Jeffrey R. Botkin, MD  
Professor  
Department of Pediatrics

Rebecca L. Utz, PhD  
Associate Professor  
Department of Sociology

Suresh Venkatasubramanian, PhD  
Professor  
School of Computing

This report of the Graduate Council is based on the self-study submitted by the Department of Philosophy, the reports of the external and internal review committees, and the responses to the external and internal reports from the Chair of the Philosophy Department and the co-Interim Deans of the College of Humanities.

## **DEPARTMENT PROFILE**

### **Program Overview**

The Department of Philosophy has a long history since 1897, and the mission of the Department is to pursue “an empirically-informed, engaged approach to philosophy in the analytic tradition.” The core strengths of the Department are philosophy of science (especially biology), applied ethics, and practical reasoning. The Department identified and re-identified strategic plans in 2000 and 2015. The Department has continued working on these identified strategic goals: (1) Present a new model of philosophy in the 21st century which reflects the role and contributions of the discipline to the goals of a top-tier university, (2) Build from their core strengths outward, (3) Elevate the graduate program, (4) Provide innovative, engaged, and effective teaching, (5) Become a destination program, and (6) Introduce a new major: Philosophy of Science.

The Department offers both undergraduate and graduate degrees: BA and BS in Philosophy, and MA, MS, PhD degrees in Philosophy. The Department also offers three minors: Applied Ethics, Cognitive Science, and Philosophy. The Department has 17 tenure-line and 4 career-line faculty. Among 17 tenure-line faculty, 4 are jointly appointed with other departments or programs.<sup>1</sup> Faculty's teaching excellence was well-regarded by both external and internal reviewers.

The Department has approximately 20 graduate students and 51 undergraduate students, and granted 1 PhD, 17 BA/BS degrees, and 11 minors in 2016. The Department also serves large numbers of non-majors, providing courses with General Education designations, and required or elective courses for interdisciplinary majors such as Health, Society and Policy, Criminology and Criminal Justice, and Business. The Department has effectively pursued a “boutique” strategy in research and graduate teaching, emphasizing the philosophy of science, applied ethics, and practical reasoning. The Department has achieved significant international visibility, making it an attractive program for many talented students who seek a graduate degree in philosophy. In general, the Department's climate is reported to be positive and collegial.

### **Faculty**

The Department has 17 tenure-line and 4 career-line faculty. The external and internal reviews had different counts on faculty numbers. The Dean's response letter clarified that it has 13 tenure-line and 4 additional joint appointments in other disciplines, and one mid-year departure. The following summary of faculty demography is based on the snapshot provided in the departmental self-study. Within the total of 22 tenure- and career-line faculty, 19 are white, 1 Hispanic, and 2 unknown. Nine out of 22 are women. While one racially diverse faculty member was successfully recruited recently, racial/ethnic diversity has remained the same since the last review and is still noted by the Department to be a challenge. The faculty consists of

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<sup>1</sup> There was conflicting information in the reports and the count is based on the Chair and Dean's response letters.

6 Professors, 8 Associate Professors, and 3 Assistant Professors. Faculty gender equality is praised by both external and internal reviews. The external review pinpoints that the Department has the highest proportion of female faculty in philosophy departments with graduate programs in the United States. External reviewers noted that “the department is internationally recognized for the quality of its faculty” but caution that retention is likely to be an ongoing issue.

Faculty teaching loads are two courses per semester, and the departmental executive committee, including the Chair, the Director of Graduate Studies, the Director of Undergraduate Studies, and the Associate Chair, receive course load reduction. Career-line faculty have a 3:3 teaching load with 3-year contracts. The external reviewers emphasized the value of career-line faculty, who offer a significant portion of undergraduate teaching and contribute significantly to departmental undergraduate education. The external review pointed out the problems with the timing of contract renewals, lack of engagement in departmental governance, and uncertainty of the promotion process for career-line faculty.

Faculty in the Department receive positive teaching evaluations, suggesting that they are actively engaged in teaching and very committed to their students. Many faculty have received University or College teaching awards. According to the departmental self-study, “Faculty routinely publish in competitive and highly regarded peer-ranked journals and publishing houses.” The Department has a well-structured mentoring system, and junior faculty are well-guided through the RPT process.

### Students

The Department has approximately 20 graduate students and 51 undergraduate majors<sup>2</sup>. In the 2015-2016 academic year, this resulted in 1 PhD, 17 BA/BS degrees, and 11 minors granted. The Department has a healthy faculty-to-student ratio. As a result, students feel a strong sense of community and intimacy with faculty. With regard to undergraduate students, the internal review noted: “The number of majors is down slightly when viewing the trend data, though it should be noted that the number of degrees awarded was never more than 30 in recent years. The number of minors appears to be relatively constant in recent years. Many of the undergrad students are double (or triple) majors, finding philosophy to be a complement to their primary major.”

The number of PhD degrees awarded in 2015-2016 is down from earlier years, likely due to the Department’s effort to deliberately shrink the size of the graduate program and to provide more competitive funding for graduate students. As a result, the current number of graduate students has fallen below critical mass. However, in the 2017-18 *Philosophical Gourmet Report*, a widely respected ranking of graduate program quality based on research strength, the Department has maintained notable rankings, appearing in Group 4 in Applied Ethics; Group 3 in Philosophy of Science; Group 2 in Philosophy of Biology and Feminist Biology; and Group 1 (top 3) in Chinese Philosophy. Given this strong standing, as well as issues with curriculum noted below, this may be a juncture to consider increasing the graduate program enrollment somewhat if resources permit. One option raised by reviewers was a BA/MA program.

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<sup>2</sup> The number of undergraduate majors reported by OBIA is roughly one-third of the number of actual enrolled Philosophy majors, as only first majors are counted.

The departmental self-study does not indicate a clear improvement in gender equality and racial/ethnic diversity in the student composition. However, the Department recently formed a diversity committee to work on this area, putting efforts in recruiting, outreach, and targeted funding opportunities for underrepresented groups of students.

### **Curriculum**

The Department provides BA/BS degrees in philosophy, plus three different minors: Applied Ethics, Cognitive Science, and Philosophy. Applied Ethics and Cognitive Science minors are interdisciplinary, requiring students to take a series of courses from philosophy and other departments. The minor in Philosophy is a traditional academic minor that gives students more flexibility in comparison to the major requirements. The Department also offers a significant number of courses in General Education curriculum and in various majors in the College and across the University. Both external and internal reviews noted that the Department plays an important role in undergraduate education at the University of Utah.

With the deliberate shrinkage of the graduate program, the overall caliber of the graduate students has improved. There is also less variation in their quality, making it possible for faculty to offer more challenging courses that further enhance students' skills. The Department also prepares and mentors graduate students in teaching by requiring the Proseminar and assigning teaching assistantships under faculty supervision in the first two years of graduate studies. However, the size reduction resulted in one curriculum problem. Because the number of graduate students has fallen below the critical mass, the Department has difficulty offering graduate-only courses, and courses are usually cross-listed with upper-level undergraduate courses. The internal review noted that graduate students requested additional graduate-only seminars.

### **Program Effectiveness and Outcomes Assessment**

In terms of learning outcomes and outcomes assessment, the Department has, in their words, "created a thoughtful curriculum and grades students within each course." Students at both the graduate and undergraduate level had high praise about the classroom experiences and individualized mentoring they have received from the Department. According to the internal review, faculty are beginning to work with Undergraduate Studies to articulate program-level learning outcomes and to formalize outcomes assessment strategies for the undergraduate majors. Graduate-level outcomes assessment included the desire to implement a more formal process to track placement of graduate students over time, but external reviewers noted the success graduate students have had in securing academic positions. The internal review suggests the Department should provide more data and metrics to document program effectiveness and to assess learning outcomes. The internal review also acknowledges that "the Department appears to be on the path to developing and implementing more standard outcome assessment strategies and protocols."

### **Facilities and Resources**

Faculty, staff, and graduate students are all housed on the 4th floor of the Carolyn Tanner Irish Humanities Building. The building provides nice administrative space, as well as excellent faculty offices, classrooms, lounges, and meeting spaces. According to the internal reviewers, "the space is ample for departmental activities, with some office space available for faculty growth and/or visiting scholars. Additional space for graduate students (i.e., a dedicated desk for each graduate student) and access to classrooms that can accommodate class sizes would be ideal."

The department has two staff members. Both external and internal reviews noted concerns with inadequate staffing. The Chair indicated that a temporary, half-time staff member had been hired and the impact of this hire was being studied relative to budget and workload. The Dean responded that effective management of staff duties and administrative tasks, such as sharing academic advisors with other departments in the College, may be a resolution to this problem.

## **COMMENDATIONS**

1. The Department is a leader in the fields of Philosophy of Science, Applied Ethics, and Value Theory in the 21<sup>st</sup> century.
2. The Department plays a significant and essential role in providing its disciplinary knowledge for undergraduate education, including many general education courses, as well as philosophy courses required or elective in other disciplines.
3. Faculty provide high quality courses and education, initiate cross-disciplinary research projects, and engage in professional communities.
4. The Department's gender balance among faculty members is well-reputed in the field of Philosophy.
5. The Department's climate is positive and collegial. Faculty support of students and junior faculty through informal and formal mentoring activities are apparent.

## **RECOMMENDATIONS**

1. Maintain a robust cadre of undergraduate majors by participating in College initiatives (such as Medical Humanities), building connections with related disciplines in Sciences, and encouraging interdisciplinary research and curriculum efforts. In addition, increase number of graduate students to optimal levels while maintaining adequate funding support. It is also recommended that the Department analyze the trend of Philosophy majors by comparing the numbers and recruitment strategies of Philosophy departments in PAC-12 universities.
2. Work with College administration to develop a strategy for faculty hiring and for salary compression concerns that may contribute to retention issues. While the Department's recent effort in hiring a diverse faculty member was successful, it is also recommended to escalate racial and ethnic diversity in the Department.
3. Create new strategies to restructure the graduate program and to develop/communicate clear pathways of study for undergraduates, including in Philosophy of Science. At the same time, maintain outreach, retention, and recruitment efforts.
4. Ensure job security and inclusion for full-time career-line faculty by improving contracting procedures, engaging them in departmental governance, and clarifying career-line promotion processes.

5. Work with the College to effectively manage administrative duties and staff workload, such as sharing full-time advisors with other departments in the College.
6. It is strongly encouraged that the Department employ surveys and data-driven analyses to assess its disciplinary contributions to undergraduate education and learning outcomes, especially for the educational impact outside the major's curriculum. Relatedly, learning outcomes and assessment plans must be fully developed.

Submitted by the Ad Hoc Committee of the Graduate Council:

Lien Fan Shen (Chair)  
Associate Professor, Department of Film and Media Arts

Elisabeth E. Pankl  
Head, Undergraduate and Graduate Services, Marriott Library

Julie L. Wambaugh  
Professor, Department of Communication Sciences and Disorders

Mary S. Wells (Undergraduate Council Representative)  
Associate Professor, Department of Health, Kinesiology and Recreation

**College Name**  
College of Humanities

**Department Name**  
Philosophy

**Program**  
All

## Faculty Headcount

		2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>With Doctoral Degrees Including MFA and Other Terminal Degrees</b>	Full-Time Tenured Faculty	13	12	11	11	12	13	14
	Full-Time Tenure Track	2	3	4	2	3	3	4
	Full-Time Career Line/Adjunct Faculty	2	3	2	2	2	3	4
	Part-Time Tenure/Tenure Track	2	2	1	1	1	0	0
	Part-Time Career Line/Adjunct Faculty	0	0	1	0	1	1	1
	<b>Total</b>	19	20	19	16	19	20	23
<b>With Masters Degrees</b>	Full-Time Tenured Faculty							
	Full-Time Tenure Track	0	0	0	1	2	1	0
	Full-Time Career Line/Adjunct Faculty							
	Part-Time Tenure/Tenure Track							
	Part-Time Career Line/Adjunct Faculty							
	<b>Total</b>	0	0	0	1	2	1	0
<b>With Bachelor Degrees</b>	Full-Time Tenured Faculty							
	Full-Time Tenure Track							
	Full-Time Career Line/Adjunct Faculty							
	Part-Time Tenure/Tenure Track							
	Part-Time Career Line/Adjunct Faculty							
	<b>Total</b>							
<b>Total Headcount Faculty</b>	Full-Time Tenured Faculty	13	12	11	11	12	13	14
	Full-Time Tenure Track	2	3	4	3	5	4	4
	Full-Time Career Line/Adjunct Faculty	2	3	2	2	2	3	4
	Part-Time Tenure/Tenure Track	2	2	1	1	1	0	0
	Part-Time Career Line/Adjunct Faculty	0	0	1	0	1	1	1
	<b>Total</b>	19	20	19	17	21	21	23

## Cost Study

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>Direct Instructional Expenditures</b>	1,690,708	1,757,663	1,637,448	1,670,405	1,822,162	2,031,339	2,211,960
<b>Cost Per Student FTE</b>	5,357	6,478	6,429	6,886	6,758	8,146	8,490

## FTE from Cost Study

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>Full-Time</b>	15	13	16	13	13	12	13
<b>Part-Time</b>	1	0	0	0	1	1	1
<b>Teaching Assistants</b>	6	4	4	4	4	2	1

## Funding

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>Total Grants</b>	73,028	163,482	6,403	0	156,060	0	104,716
<b>State Appropriated Funds</b>	1,301,472	1,309,013	1,328,720	1,405,629	1,663,580	1,556,319	1,884,096
<b>Teaching Grants</b>	54	7,574	6,403	0	0	0	0
<b>Special Legislative Appropriation</b>							



## Differential Tuition

### Student Credit Hours and FTE

		2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>SCH</b>	Lower Division	4,388	3,285	2,790	2,811	2,511	1,991	1,416
	Upper Division	4,042	3,921	3,960	3,714	4,800	4,767	5,734
	Basic Graduate	149	173	235	188	165	135	119
	Advanced Graduate	543	450	359	313	354	348	325
<b>FTE</b>	Lower Division	146	110	93	94	84	66	47
	Upper Division	135	131	132	124	160	159	191
	Basic Graduate	7	9	12	9	8	7	6
	Advanced Graduate	27	22	18	16	18	17	16
<b>FTE/FTE</b>	LD FTE per Total Faculty FTE	7	6	5	6	5	5	3
	UD FTE per Total Faculty FTE	6	8	7	7	9	11	13
	BG FTE per Total Faculty FTE	0	1	1	1	0	0	0
	AG FTE per Total Faculty FTE	1	1	1	1	1	1	1

### Enrolled Majors

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>Undergraduate Pre-Majors</b>	18	16	14	14	11	11	11
<b>Undergraduate Majors</b>	91	91	80	70	65	55	48
<b>Enrolled in Masters Program</b>	7	3	3	1	2	3	6
<b>Enrolled in Doctoral Program</b>	29	23	30	19	18	14	15
<b>Enrolled in First-Professional Program</b>							

### Degrees Awarded

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>Undergraduate Certificate</b>							
<b>Graduate Certificate</b>							
<b>Bachelors</b>	28	20	26	22	25	17	14
<b>Masters</b>	6	1	5	3	2	2	1
<b>Doctorate</b>	1	3	4	5	0	3	4
<b>First-Professional</b>							



## **Memorandum of Understanding Department of Philosophy Graduate Council Review 2017-18**

This memorandum of understanding is a summary of decisions reached at a wrap-up meeting on July 26, 2018, and concludes the Graduate Council Review of the Department of Philosophy. Daniel A. Reed, Senior Vice President for Academic Affairs; Stuart K. Culver, Dean of the College of Humanities; Matthew H. Haber, Chair of the Department of Philosophy; David B. Kieda, Dean of the Graduate School; and Katharine S. Ullman, Associate Dean of the Graduate School, were present.

The discussion centered on but was not limited to the recommendations contained in the review summary report presented to the Graduate Council on April 30, 2018. The working group agreed to endorse the following actions:

**Recommendation 1: Maintain a robust cadre of undergraduate majors by participating in College initiatives (such as Medical Humanities), building connections with related disciplines in Sciences, and encouraging interdisciplinary research and curriculum efforts. In addition, increase number of graduate students to optimal levels while maintaining adequate funding support. It is also recommended that the Department analyze the trend of Philosophy majors by comparing the numbers and recruitment strategies of Philosophy departments in PAC-12 universities.**

There is consensus around the need to actively maintain and build the pool of students obtaining an undergraduate degree in Philosophy. The Department is taking active steps towards this goal, such as removing barriers for transfer students from Salt Lake Community College and introducing the new Philosophy of Science major. At the same time, there was agreement across the board that there is high value in exposing students from any discipline to the field of philosophy and, notably, many upper division courses in the Philosophy Department are filled with non-majors; moreover, these courses fulfill requirements in 26 other majors. Thus, the Department makes critical contributions to undergraduate education not encompassed by institutionally-tracked metrics (see Recommendation 6). Turning to the graduate program, this review has highlighted that, although deliberate constraint on student number was generally an excellent strategy, the cohort size dipped below critical mass. Chair Haber would like to see approximately one student added per incoming class and is pursuing funding mechanisms for this growth. A TA position in Writing has been piloted and is a direction that both he and Dean Culver see as a fruitful way to leverage the strengths and possibly the career aspirations of particular graduate students. They will seek to stabilize this option. Finally, cross-talk with other Philosophy departments (PAC-12 and USHE) is in progress. This may reveal useful information, particularly on recruitment strategies. Dean Kieda also brought up the possibility of collaborating with external peer departments in innovative ways: for instance, allowing graduate students to access advanced courses in a shared manner, perhaps via teleconference.

**Recommendation 2: Work with College administration to develop a strategy for faculty hiring and for salary compression concerns that may contribute to retention issues. While the Department's recent effort in hiring a diverse faculty member was successful, it is also recommended to escalate racial and ethnic diversity in the Department.**

The Department is eager to build on their central role in undergraduate education and their growing visibility in the field. They have had recent success in hiring excellent faculty from underrepresented backgrounds and they have a stellar record of gender balance. A highly productive faculty member was, however, recently recruited away and replacement plans are uncertain. Moving forward, the challenge is funding positions in areas identified by the strategic hiring plan that the Department has formulated. Beyond seeking support from the Office for Equity and Diversity in particular cases, it was agreed that the best tactic would be to seek partnerships outside of the College. This aligns with the Department's role as a hub for novel connections across campus and for its role in undergraduate education touched on in Recommendation 1. There is clear potential for exciting partnerships, such as the intersection of privacy issues and computer technology. These types of collaborative hires have unique challenges and in large part the infrastructure for such collaborations does not exist (except for the Transformative Excellence Program, which is an option to consider when viable). Overall, this direction is well worth pursuing, and if specific barriers are identified for the inter-College approach further conversation with Dean Culver and SVP Reed is warranted. Salary compression remains a concern and a priority to address in the years ahead. Pursuing endowments to have some flexibility in support is one option.

**Recommendation 3: Create new strategies to restructure the graduate program and to develop/communicate clear pathways of study for undergraduates, including in Philosophy of Science. At the same time, maintain outreach, retention, and recruitment efforts.**

Feedback from external reviewers already prompted restructuring of the qualifying exam in the graduate program. The Department would like to offer more seminars at the 7000 level but is currently unable to do so due to constraints of faculty availability. While some growth in the program (both at the faculty and student level) may help, there are other creative solutions to explore. In addition to potential collaborations with other PAC-12 Philosophy departments (see Recommendation 1), there may be opportunities for cross-fertilization with the Departments of English and Communication here, at least at the 6000 level. SVP Reed noted that team teaching with faculty from medical and biological fields would be another way to leverage resources. Two current efforts to delineate pathways for undergraduates are: 1) the Philosophy of Science major, which builds a coherent pathway through Philosophy while fulfilling general requirements for undergraduate degree completion, making it especially feasible as a second major; and 2) a transfer track for SLCC students launching this coming academic year. These are both highly laudable initiatives and the Graduate School will be interested in learning about outcomes in the updates on this MOU. Dean Kieda asked specifically about online coursework, and this brought up the Department's strategy to offer a limited number of online courses to address bottlenecks in student progression. They are also offering intensive one-week conference-based courses that have a similar benefit of helping students' progress. Recruitment efforts

include creating tracks within the major attractive to undergraduates, such as 'Pre-Law' and 'Philosophy of Religion.' It will be important to make these and other options very visible and clear on the website. The Department is also active in impressive outreach efforts; specific examples include teaching a Clemente course held at West High School aimed at attracting first generation students to the University of Utah, involvement in a high school ethics bowl, and an exciting new initiative to teach Introduction to Philosophy in Spanish, both here and at SLCC.

**Recommendation 4: Ensure job security and inclusion for full-time career-line faculty by improving contracting procedures, engaging them in departmental governance, and clarifying career-line promotion processes.**

Chair Haber and Dean Culver emphasized that the career-line faculty are highly valued for their contributions to the Department. Policies for career-line promotion processes exist. Additional guidelines related to the career-line track are being developed at the College level, although there are challenges in unifying distinct issues that arise in different departments. To engage career-line faculty in departmental governance, the Chair has expanded their roles in the Undergraduate Committee and in development of new tracks. This complements and leverages their emphasis on education without unduly burdening them, which seems optimal. To improve contracting procedures, the Chair is first working to synchronize their contract cycles. Once this is accomplished, the intention is to make decisions about contract renewals in the context of the full set and well in advance of the current contracts' end date. There are efforts ongoing to have clear lines of communication, which should include written documentation, with career-line faculty on procedures and expectations. Along with articulating appreciation for their contributions and understanding their needs in areas such as instructional resource support, these initiatives should facilitate robust integration of these important faculty members.

**Recommendation 5: Work with the College to effectively manage administrative duties and staff workload, such as sharing full-time advisors with other departments in the College.**

The College of Humanities has centralized several administrative tasks (such as social media, human resources), but to date they have not centralized advising due to the disparate nature of majors within the College. Yet, there may be creative ways to share advisors, and there was much willingness to work this out in a collaborative manner, with an eye toward efficient use of resources. It was recommended that the Department look at models for advising adopted by other colleges that might generate ideas for a system that could be tailored to work well here too.

**Recommendation 6: It is strongly encouraged that the Department employ surveys and data-driven analyses to assess its disciplinary contributions to undergraduate education and learning outcomes, especially for the educational impact outside the major's curriculum. Relatedly, learning outcomes and assessment plans must be fully developed.**

An effort to analyze data has been attempted by the Office of Budget and Institutional Analysis, but the current data structure precludes breaking down course data in a way that allows a robust assessment of the disciplinary contributions of Philosophy faculty to the broader university undergraduate education. This was especially notable when attempting to assess the impact of how many students with other majors use Philosophy courses to satisfy their major requirements. While this direction is not exhausted, focusing on longer-term outcomes for majors and minors would be another strategy. Chair Haber provided information that illustrates that, at a national level, training in philosophy tracks with top performance on the GRE and LSAT, as well as longer-term indicators of career success. This underscores the value of skills in writing and critical thinking imparted by philosophy curriculum, whether a student gains exposure to philosophy as a major/minor or via elective or required courses. With regard to data analyses, it is also true that simple metrics, such as the number of programs/students that use Philosophy courses to fulfill requirements, are very helpful in illustrating the crucial role played by this Department, even though this information is not used in current budget models. Taking a step back, Chair Haber also noted that the efforts and accomplishments of the Department of Philosophy are very much aligned with the major strategic goals of the University. Finally, a Learning Outcomes and Assessment plan has been developed, with a 3-year implementation underway and reported to be going well.

Dean Kieda and SVP Reed complimented Chair Haber and Dean Culver on the Department's successes and mentioned that the training environment produces impressive students.

This memorandum of understanding is to be followed by regular letters of progress, upon request of the Graduate School, from the Chair of the Department of Philosophy. Letters will be submitted until all of the actions described in the preceding paragraphs have been completed. In addition, a three-year follow-up meeting may be scheduled during AY 2020-21 to discuss progress made in addressing the review recommendations.

Daniel A. Reed  
Stuart K. Culver  
Matthew H. Haber  
David B. Kieda  
Katharine S. Ullman



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David B. Kieda  
Dean, The Graduate School  
October 31, 2018