

UNIVERSITY OF GUAM
College of Liberal Arts & Social Sciences
Rubric for Analysis of Major Programs *Philosophy*

Types of Data				Comments
1 External recognition and measures of quality of the program (list)	Statement/list adequately addresses data request	Statement/list somewhat addresses data request; requires clarification	Statement/list not provided or does not address data request	
2 All course outlines have been revised to reflect both program and course Student Learning Outcomes and assessment plan (copy of assessment plan and program SLOs)	Statement adequately addresses data request	Statement somewhat addresses data request; requires clarification	Statement does not address data request or no statement provided	
3 Centrality to mission	Statement adequately describes program's centrality to mission	Statement somewhat describes program's centrality to mission; requires clarification	Statement does not describe program's centrality to mission or no statement provided	
4 Support of strategic initiatives (which ones and how)	Statement adequately identifies and describes strategic initiatives	Statement somewhat identifies and describes strategic initiatives; requires clarification	Statement does not identify or describe strategic initiatives or no statement provided	
5 Meeting student and regional needs (evidence to support this)	Statement adequately addresses requested data with evidence	Statement somewhat addresses requested data with some evidence	Statement does not address requested data; statement lacks evidence; or no statement provided	
6 Completed program reviews with recommendations acted upon (last review and actions taken)	Statement adequately addresses data request	Statement somewhat addresses data request; requires clarification	Statement not provided or does not address data request	
Six page limit	6 pages	less than 6 pages	exceeds 6 page limit	



ANALYSIS OF UNDERGRADUATE MAJOR PROGRAMS

PHILOSOPHY PROGRAM

QUALITATIVE DATA

1. External recognition and measures of quality of the program.

a. Recognition of expertise and subsequent use of philosophy faculty by outside agencies.

1. Assorted highly regarded international journals such as *Philosophy East and West*, *Journal of Chinese Philosophy*, *Journal of Indian Philosophy and Religion*, *Asian Cultural Quarterly*, *China Review International*, *Asian Philosophy*, *Environmental Ethics*, *Teaching Ethics*, *Archives of Sexual Behavior*, *Journal for the Theory of Social Behaviour*, *British Journal for the History of Philosophy* and so forth have regularly called upon the faculty to serve as referees for submitted articles, invited them to write book reviews on important new works in the field, to serve as guest editors on a special topic issues, to write featured book reviews or articles in a special topics volumes, and invite them to write chapters in edited books on specific topics.

2. Each of the past and current faculty has achieved international reputation in their particular field of expertise: Dr. Kim Skoog—Indian Philosophy with specialization in Jaina Philosophy; Dr. James Sellmann—Chinese Philosophy with specialization in Daoist and Confucian Thought; and Dr. James Giles—Philosophy of Sexuality with a specialization in Human Sexuality and Desire. Consequently, the faculty are called up in the following ways:

- i. Invited Plenary and Keynote speakers at assorted conferences and professional meetings all over the world; these invitations generally come with partial or full expenses covered by the host; examples of past invitations have requested philosophy faculty to travel to such places as India, Crete, Nepal, China, Japan, Australia, Sweden, Ireland, Korea, the US mainland and even the U.N.
- ii. Assorted editors of reference books either of a general encyclopedic nature or with a specialize topic frequently (nearly monthly) contact philosophy faculty to contribute medium to large entries into these works in their field of expertise.
- iii. As indicated in item 1 above, philosophy faculty are continually requested to review books and referee articles, invited to publish papers, serve as guest editors to journals, and contribute chapters to books. At least one faculty has been invited by his international publisher to write two more books to compliment his highly successful first book on Human desire—a trilogy.

b. Awards received by faculty:

1. All three past and present full time faculty have received awards in the area of teaching, service, and research at past institutions where they attended or taught and here at the University of Guam.

- i. Two faculty (those who have been here the longest) have received University of Guam Awards in the areas of Teaching Excellence and Research.
- ii. Similarly, university faculty have received teaching awards from outside universities such as Frostburg State University (University of Maryland) and Cambridge University.

External reviews of the program:

2. The philosophy program is currently under program review which began in 2007 and should be completed in 2008. According to the new program review process, an outside review has been sent the current draft of the program review and will be submitting her findings this fall. The outside reviewer is the noted Asian philosopher, Dr. Robin R. Wang (Loyola Marymount University).

2. Course Outlines with Student Learning Outcomes (SLO) and Assessment Plans

- a. From the beginning of the relatively recent revision of the program and establish of the philosophy major (1990's), the anticipated Student Learning Outcomes were fairly clear to program faculty both in terms of the program itself as well as the specific courses within the program; so recent revisions of the program course outlines required only slight "tweaks" to the wording of certain sections in the outlines. However, experimentation and the evolution of specific rubrics to be employed within each philosophy class has been an ongoing and challenging process.
- b. Embracing the employment of outcome assessment methodologies in improving philosophy courses, a number of new assessment rubrics have been incorporated as a regular part of the program. Several years ago, faculty began to employ pre and post course questionnaires to evaluate learning outcomes amongst students after taking philosophy courses. These initial studies focused principally on improved recognition of philosophical problems, solutions, and figures within the field. While valuable, more recent efforts have begun to center on the improvement of thinking skills and a widened perspective on life and its meaning. Assessment strategies now incorporate case studies, problem recognition, and dilemma resolution as means to gauge advancements in higher order thinking capabilities and overall enhancements in sensitivities toward world issues. These rubrics were delivered through well crafted survey instruments, viewing of philosophically themed films (e.g., *Waking Life*) accompanied by reaction papers, and death anxiety tests (death and dying class) given prior, during, and immediately after the course.

Course No.	Course Title	Are Program and Course SLO in Course Outline?	Is the Course Outline Reflected on UOG Website?	Is the Assessment Plan in Place?
PI 101	Intro. to Philosophy	Yes	Yes	Yes
PI 102	Cont. Ethical Problems	Yes	Yes	Yes
PI 103	Intro. to Asian Philosophy	Yes	Yes	In Progress
PI 210	Introduction to Logic	Yes	Yes	No
PI 301	History of Western Phil. I	Yes	Yes	Yes
PI 302	History of Western Phil. II	Yes	Yes	Yes
PI 306	Philosophy of Religion	Yes	Yes	In Progress
PI 348	Thanatos: Death & Dying	Yes	Yes	Yes
PI 480	Studies in Asian Philosophy	Yes	Yes	No
PI 481	Topics in Philosophy	Yes	Yes	No
PI 486	Travel Studies in Asia	Yes	Yes	No

c. Previously show is a grid showing progress in assorted classes offered by the program. Given the progressive nature of the project, it was decided early on to focus first on a few classes until reliable and satisfactory SLO rubrics had been fashioned and successfully put into place. As this task has been achieved, slowly, each term a new class has been identified for development of a new SLO assessment plan to be put in place.

3. **Centrality to UOG Mission – (To Enlighten, To Discover, To Serve)**

a. **To Enlighten:** First and foremost, the philosophy program exposing students to the art of wonder; that is, to reflect on their life and the world around them, to stimulate their awareness of the meaning and purpose in their life to a new level of appreciation and intensity. To quote the Greek philosopher Socrates, “An unexamined life is a life not worth living.” A student will not embrace and excel in his/her studies without a thirst for knowledge instilled within, and philosophy shows the importance of wisdom in living a meaningful and productive life.

b. **To Discover:** The philosophy program provides the necessary tools upon which students can explore their world through instruction in critical thinking. A successful university graduate must not only be knowledgeable on a wide range of subjects, but have developed higher level thinking skills: (i) to accurately articulate a problem; (ii) flush out relevant presuppositions; (iii) clarify terms and concepts involved; (iv) identify, categorized and even synthesize possible solutions or resolutions; (v) critically assess evidence, data, or reasons advanced; (vi) make a thoughtful resolution to a problem based on lines of formulated thought; and (vii) anticipate implications and consequences from one’s decision.

c. **To Serve:** Along with the appreciation of the world and the development of critical thinking skills to evaluate ideas it, philosophy helps give students a reference point within the world. Individual growth begins when we cease to understand or see ourselves as isolated and narrow competing egos and begin to identify with other humans from our family and friends, to humanity, and eventually to the nonhuman world as well. Through philosophical reflection one begins to see oneself holistically, as part of the whole, so to serve another is to serve oneself. No one is saved until we are all saved, where the phrase ‘one’ includes oneself, all humans, animals, plants, the ecosystem, mountains, rivers, and so on.

4. **Support of Strategic Initiatives**

a. **Academic Quality**

1. The strength of the philosophy program lies in the two energetic faculty members who wish to continue to develop new course offerings and enhance study of Comparative, Asian and Pacific philosophy. The philosophy program is well-designed so as to meet general education demands on the program while at the same time providing enough upper division classes to provide satisfactory training in philosophy for philosophy majors and minors. Currently, the number of declared majors in philosophy is a bit lower than in previous years; yet, there are another five to six *undeclared* majors who will officially declare their philosophy major soon.
2. Through periodic program reviews, outside evaluations, faculty enhancement through attendance at academic meetings in the field, and the networking with other philosophy programs and faculty, the philosophy program is constantly being adjusted, updated, and improved for maximum quality given the student body it teaches, the interest of its majors, and the resources made available by the University of Guam.

b. Student Success, Enrollment, Growth and Institutional Visibility

1. Student Achievement After Graduation:

- i. At least three past philosophy majors who graduated from UOG with a degree in philosophy have gone on to graduate school. Two already received their master's degrees (in fields other than philosophy) and one is currently in a Ph.D. program in philosophy—having gained her masters degree in philosophy from the University of Nevada, Las Vegas. Given the relatively small number of past graduates, this is noteworthy.
- ii. Several other philosophy graduates have gone on to work professionally, most turning to secondary education and becoming certified as teachers for GPSS and DODEA. All have indicated that their degrees in philosophy prepared them well for teaching, given its emphasis on critical thinking which is important in teaching students not only to memorize content but learn to think about the material covered in class.

2. Enrollments:

- i. As every student at the University of Guam is required to take a philosophy course as part of the general education requirement, the philosophy program has one of the highest student-faculty ratios in the university. Multiple sections of introductory courses usually fill up to the maximum of 40 students per section. Looking at overall credit hour production data for the program from Fall 1999 to Fall 2007, one can see decline and then stabilization of numbers starting from 1050 credit hours to a general plateau of around 725 credit hours. This can be accounted for by (1) the overall enrollment of the university and (2) the number of philosophy faculty (both full and part-time). In the earlier years both faculty members were doing overloads each term as well as summer school, though now with a more balanced focus on service and research, there is less overload requests and demand.

2. Institutional Visibility

- i. The two philosophy faculty bring high visibility to the philosophy program through their active participation in the academic dialogue within the disciplines as well as their numerous academic presentations and service roles on campus. For example, philosophy faculty has been placed in charge of the faculty development day activities twice, i.e., critical thinking, ethics across the curriculum.
- ii. Several philosophy courses are so linked with other programs that the same course serves as a course in two distinct programs. PI 331 is cross-listed as FA 331 Philosophy of the Arts and MI 508 is cross-listed as PI508 Micronesian Philosophy. Further, a number of philosophy courses function as service courses to other programs in addition to being an integral part of the philosophy program. PI 348 Thanatos: Death and Dying is an important addition to the Nursing curriculum and is heavily enrolled by nursing students. PI 480/G Studies in Asian philosophy changes traditions each year, most courses (e.g., Chinese Philosophy, Buddhist Philosophy, Japanese Philosophy) serving as an integral part of the East Asian Studies and Japanese Language programs as well as the Tourism and International Business programs. PI 103 Introduction to Asian Philosophy also is a central course for these programs. PI 481/G Topics in Philosophy (Applied Ethics), another "topics" course, services many programs throughout the university, i.e., Biomedical Ethics (Biology, Nursing), Legal Ethics (Legal Studies), Environmental Ethics (Natural Science, Marine Lab), Business Ethics (Business and Public Administration), Military Ethics (ROTC, Military Science), Zen Buddhism (Japanese Language and East Asian Studies), etc.

iii. Due to the broad focus of philosophical analysis, the philosophy program has relations to programs both within the College of Liberal Arts and Social Sciences and throughout the University of Guam as a whole. Philosophy faculty are generous in sharing their time as active participants in other UOG courses, symposia, graduate committees, and editorial boards of journals.

3. Land Grant Mission

- i. The philosophy program seeks to instill the basic value of a liberal arts education—namely tolerance. The philosophy program’s course offerings integrate local, regional, Asian and Occidental perspectives, teaching all to appreciate and understand various worldviews.
- ii. Faculty have been successful in writing and receiving grants from within and outside the institution. A by-product of these grants was the donation of books and software to the University of Guam purchased by grant funds and used during the research period.

4. Community Engagement

- i. Although a philosophy program is traditionally the “academic heart” of a university, nevertheless there is a strong outreach emphasis in the program. The program serves the community by promoting critical thinking in the local schools, gives direction in environmental and professional ethics, serves as a resource center for Asian culture, and operates as a university liaison to local Catholic, Hindu, and Buddhist religious organizations. Communication of needs and goals by these individuals or groups is expressed through regular interchanges between faculty members and the community. Outcomes can be measured by the continued growth of the link between the program and these groups and individuals. Evaluations are conducted at the end of particular programs used in the schools.
- ii. As a resource for critical thinking, the philosophy program has repeatedly provided seminars and workshops to both the university and general community. The philosophy program has taken a leading role in providing training in critical thinking within the Territory of Guam. It has made presentations on critical thinking to the university at large (1990), to the nursing program (1991), and to assorted gatherings in the Department of Education (1993-current). One of the faculty chaired and organized a presentation on Critical Thinking at the Faculty Development Day (1994) and was responsible for recruiting an international group to make a day long presentation on critical thinking. Another faculty participated in the daylong workshop on Professional Ethics in the Police force organized by Guam Community College. PI 486/G Travel Studies in Asia, is offered bi-yearly in the summer and attracts large numbers of participants from the Guam community at large.
- iii. Several Guam legislators have consulted with program faculty, e.g., providing guidance on an advanced directive (euthanasia bill) and setting up a public hearing on campus for the bill. The Philosophy program has worked closely with the GCC Professional Technical Institute concerning police ethics.
- iv. This year one of the faculty members received a CAHA grant as well as sponsorship from a number of local business to bring out famed artist, *Roger Shimomura* and two academic commentators for a colloquim series as well as numerous public events in the community on behalf of the local artist and Japanese communities here on Guam.

5. Institutional Efficiency and Effectiveness

- i. As noted before, the philosophy program has one of the highest student-faculty ratios in the university, as each faculty often teaches up to 200 students per term; multiple 40-plus sections of introductory GE classes serves the university with an efficient use of faculty to meet maximum student needs.

- ii. The design of the philosophy program is a model in efficiency and effectiveness that other UOG programs could learn from, as the program meets the huge general education demand by the university as a whole while at the same time meeting the needs of the growing number of philosophy majors and minors in preparation for graduation with a degree in philosophy.

5. Meeting student and regional needs

- a. The philosophy program has also developed and taught courses on the philosophy of local cultures such as Chamoru Philosophy (PI 395) and Micronesian Philosophy (MI/PI 508). With the latter course, Micronesian Philosophy, the program is contributing to the graduate program in Micronesian Studies, which focuses principally on local/regional cultures.
- b. The philosophy course offerings also provide “service” to other programs, offering meaningful electives to various majors. One of our most important service courses is PI 481 Topics in Philosophy in which the cultural, historical, social, and ethical issues unique to different professions, disciplines, schools of thought, or cultural traditions are critically examined. We also work with GCC in their police training program as noted earlier.
- c. Faculty have been asked and obliged to participate in a number of student activities such as a guest lecturer for a student club or serve as a judge in competitions. Further, the philosophy program faculty serve as faculty advisors for two student groups: their own philosophy student’s club “Truth Seekers,” and a group promoting healthy vegetarian diet lifestyle, “Animal Protection Now.”
- d. The philosophy program has established an informal relationship with the philosophy program at the University of Hawaii at Manoa. As two faculty are Ph.D. graduates of this program and continue to have professional relations with the program, it is only natural that the BA program at the University of Guam works in coordination with the MA and Ph.D. program at the University of Hawaii.
- e. The philosophy program authored an articulation between the philosophy and religion programs at the College of Micronesia in the FSM. Current efforts to develop a distant education (DE) program at UOG offers great prospects as a new way to outreach to regional areas. One of the philosophy faculty is currently a member of the DE committee and plans to develop DE courses in philosophy within the year.

6. Program review

Last Completed Program Review (1999)	
Years Covered	1994-1999
Date Completed	1999
PRC Recommendation 1	Include the full curriculum vitas for all faculty.
Actions Taken	Curriculum Vitas for all full time faculty are included in 2008 Program Review Submitted.
PRC Recommendation 2	Identify the authors of faculty publications/presentations/service activities
Actions Taken	In new 2008 Program Review effort have been made to identify assorted activities by name of faculty members.
PRC Recommendation 3	Develop a program implementation timeline for new department initiatives, i.e., religious studies.
Actions Taken	The 2008 Program Review attempts to give more concrete timelines for the implimentation of proposed initiatives and program curriculum changes,.
Current Program Review Under Consideration (2008)	
Years Covered	1999-2008 (Covers two periods due to instability in program faculty personel)
Date Submitted	2007